National Evaluation of Writing Project Professional Development

Year 3

January 2010

Research conducted by SRI International

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EXECUTIVE SUMMARY

The National Writing Project (NWP) is a nationwide network of over 200 university-based sites aimed at improving student writing through teacher professional development. Central to the NWP's core principles is the understanding that teachers and teachers-leaders are the primary agents for improving writing instruction. In National Writing Project professional development, teachers are prepared to lead their own and their peers' instructional improvements through experiencing writing themselves, examining theory and research, and reflecting on their current practices in response to new ideas.

The current evaluation, the National Evaluation of Writing Project Professional Development (WPD), focuses on a subset of the professional development offered by Local Writing Project sites: partnerships with schools serving middle grades students (i.e., schools of any grade configuration that includes 7th and 8th grade). Local Writing Project sites have substantial discretion about how to conduct partnership work. In fact, partnership professional development can include all of the types of professional development offered by Local Writing Project sites. However, partnerships are distinct from other NWP professional development in that the Local Writing Project site tailors the program to the specific needs of partner schools, typically offering some events only to staff at the partner school.

Overview of the Design

The evaluation seeks to address eight research questions:

1. Does the **writing performance** of students in classes taught by teachers in NWP partnerships improve to a greater extent than does that of students in a comparison group taught by teachers without NWP training?
2. Do **other student outcomes** related to writing performance (e.g., attitudes toward writing, use of best practices and strategies for writing, amount of independent writing) in classes taught by teachers in NWP partnerships improve to a greater extent than do those of students in a comparison group taught by teachers without NWP training?
3. Do any effects observed in Questions 1 and 2 **increase with time of involvement for teachers** (e.g., as teachers' exposure to NWP participation increases)?
4. Do any effects observed in Questions 1 and 2 **increase over time for students** as they experience repeated exposure to teachers with NWP participation?
5. How are **mediating factors** (e.g., teachers' knowledge, skills, dispositions, and instructional behaviors) affected by participation in NWP partnership activities?
6. How do **changes in mediating factors** identified pursuant to Question 5 above **relate to observed changes in student performance**?
7. What are the **essential dimensions of the professional development** offered through NWP school partnerships, and which of them contribute significantly to teacher change and student learning?
8. How does NWP **participation impact teachers' professional community** and, in turn, **impact teacher and student outcomes**?

Additionally, we seek to describe how partnerships develop and how they are implemented in the partnership schools. To address these questions, we are employing a randomized control trial design. We refer to the 20 schools in the treatment group as "partnership" schools in this report because

they were randomly assigned to form partnerships with their Local Writing Project sites. We refer to the 19 schools in the control group as "delayed partnership" schools because they will be eligible to form a partnership after the study concludes.

The study began with a baseline year (2007–08) during which partnership schools could plan the work with their Local Writing Project site but could not commence professional development. From 2008–09 through 2010–11, the Local Writing Project sites and partner schools can implement their partnerships. During the four years of data collection, delayed partnership schools can continue their business as usual, but cannot seek new writing professional development.

Recruitment of Local Writing Project Sites and Schools

Through a multi-stage process, SRI recruited 32 Local Writing Project sites, each of which had themselves recruited two to four schools that met certain eligibility requirements (including having minimal or no prior experience with the National Writing Project) and that were willing to be randomly assigned to form a partnership with their Local Writing Project site or delay partnership formation until the conclusion of the study. SRI randomly sampled 14 of the Local Writing Project sites and their associated schools to participate in the evaluation. Local Writing Project sites receive $12,000 per year to subsidize their work with each partnership school and delayed partnership schools receive $8,000 as an incentive for participation.

Definition of "Partnership"

Prior to commencing data collection, the National Writing Project convened a focus group of site directors who were experienced with partnership work to discuss with SRI key features of effective school partnerships. These site directors described varied partnership experiences, but came to an agreement regarding key features of effective school partnerships. Based on the focus group, we use the following criteria to define partnerships as a frame of reference for this study:

1. Partnerships are *co-designed*. For this study, that means that both the Local Writing Project site and the school must share an understanding of the goals and strategies of the partnership.
2. Partnerships are *co-resourced*. There must be evidence, over multiple years, of a district and/or school leaders' commitment to the partnership (i.e., resources).
3. A *critical mass* of teachers (35%–100%) must participate in the professional development, regardless of how teachers are selected into a partnership. The strategies for recruiting teachers to participate in NWP programming may include (but are not limited to) recruiting volunteers or targeting specific groups of teachers (e.g., grade level or department).
4. Participating teachers must receive *sufficient* professional development. As a rule of thumb the critical mass of participating teachers (defined above) should receive at least 30 contact hours of professional development (delivered by Local Writing Project staff and/or local teacher-consultants) each year.

This definition is nothing more or less than a framework for assessing implementation in this study. Many Local Writing Project sites use the term "partnership" to describe work that falls outside of this definition. In this report, we use the term "partnership" to describe the work of the Local Writing Project sites and their assigned treatment schools as they began to form partnerships, even in cases where that work does not meet the initial criteria that the focus group set out as defining effective partnerships.

Data Collection Activities

There are seven major data collection activities that SRI conducts in partnership and delayed partnership schools:

1. Teacher Survey (annually; all credentialed staff)
2. Teacher Log [two weeks per year; 7th and 8th grade English/language arts (ELA) teachers]
3. Teacher Assignments [four times per year; 7th and 8th grade ELA teachers; not collected during first year of partnership implementation (2008–09)]
4. Student Work [twice per year; 7th and 8th grade ELA teachers' students; not collected during first year of partnership implementation (2008–09)]
5. On-demand Writing Prompts and Reflections (fall/spring each year; 7th and 8th grade ELA teachers' students)
6. Interviews (fall/spring each year; site directors, professional development providers, teachers, school administrators)
7. Quarterly Partnership Monitoring (summer/fall/spring each year; site directors, professional development providers).

Substudy of Local Writing Project Site Partnerships Outside of the Randomized Control Trial

During 2007–08, we decided with the NWP to engage in a substudy to explore how the randomized trial might have affected the nature of partnerships in the WPD study. The substudy explores the similarities and differences in partnership formation and implementation between WPD and "naturally occurring partnerships" (NOP). During 2008–09, we conducted site visits and fielded our teacher survey in five NOPs, that is, five partnerships that formed outside of the constraints and incentives of the randomized trial.

The WPD evaluation has issued two previous annual reports. The first year report described the conceptual framework, the study design, and the recruitment of Local Writing Project sites and schools into the study (Gallagher, Penuel, Shields, & Bosetti, 2008). The second year report demonstrated that the random assignment had led to similar schools in the partnership (treatment) and delayed partnership (control) groups; it also described partnership planning during the baseline year (when no professional development was provided) (Gallagher et al., 2009). The associated *Report on Baseline WPD Teacher Assignments and Student Work* (Murphy, Gallagher, & Hafter, 2010) provides information on the scoring of teacher assignments and student work from the baseline year. This third annual report focuses on early partnership implementation, providing only preliminary findings on outcomes. We discuss in turn, partner profiles and partnership initiation, planning and supporting the partnerships, participation in writing professional development, the nature of professional development, and teachers' professional practices.

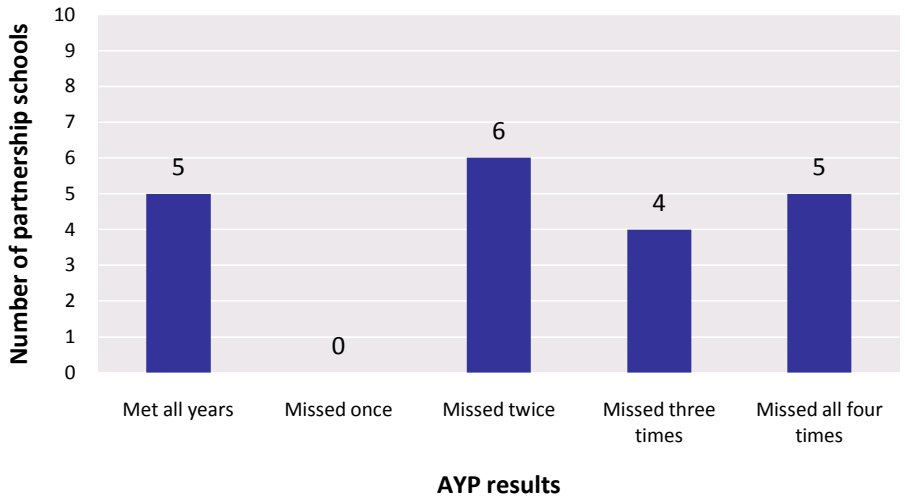
Partner Profiles and Partnership Initiation

School partnerships involve a Local Writing Project site delivering a set of services and supports designed to address a school's needs. Because partnerships are customized to a school's needs and dependent on the capacity of Local Writing Project sites, it is important to keep in mind key characteristics of the schools and sites and the context in which they work. Several factors in some schools' contexts, uneven levels of partnership experience among Local Writing Project sites, and the way partnerships were initiated could pose challenges for the development of WPD partnerships.

The Partnership Schools

The partnership schools were diverse, differing in the grade span served, school size, and student demographics. Partnership school performance varied, as did the degree of pressure due to external accountability. Making comparisons about performance across the partnership schools is difficult because they administer different state assessments and operate under different state accountability systems. However, across all states, the longer a school fails to make adequate yearly progress (AYP) under the No Child Left Behind (NCLB) Act, the more severe the sanctions and it is often the threat of sanctions that puts pressure on teachers and administrators. Across the 20 partnership schools, 15 schools failed to meet AYP two or more times, and 5 schools had not met AYP for any of the 4 years of our study (see Exhibit ES-1).

Exhibit ES-1
Number of Partnership Schools Meeting or Missing AYP from 2005–06 to 2008–09



Note: This table includes all 20 schools, although we are missing 2008–09 data for two partnership schools. For these schools, we report what is known to date: one school made AYP for the first 3 years, and the other school missed AYP twice.

Source: State Department of Education websites for the states with schools in the study

Teachers and administrators alike felt the pressure of external accountability. On the teacher survey we asked staff to rate the amount of pressure on their school from state assessments on a scale of 1 to 7, with 1 being no pressure and 7 being a great deal of pressure. On average across the partnership schools, staff rated the amount of pressure a 6.

That pressure affected different partnerships in different ways. Some schools that were under pressure saw their Local Writing Project site partner as a resource to support necessary improvement. One important contextual factor was whether the state assessed student writing directly or required students to write to demonstrate proficiency in other subjects (see Exhibit ES-2).

Exhibit ES-2
Role of Writing on State Tests, 2008–09

	Independent Writing Exam	Writing Assessed within ELA Exam (but not assessed separately)	Writing Used to Assess other Content Areas
Number of Partnership Schools	14	6	10

Note: Numbers do not sum to 20 because some schools fall into multiple categories. ELA = English/language arts.
Source: State Department of Education websites for the states with schools in the study

To the extent that the external accountability system factors in performance on writing assessments, this external pressure motivated schools to prioritize the partnership. In some schools, however, the pressure was diverse and/or focused more intensely on other subjects, leaving some Local Writing Project sites competing with other initiatives for the attention and time of administrators and teachers.

Another factor that affected partnerships was staff turnover. Across the 20 partnership schools, 8 schools had new leadership since agreeing to form a partnership with their Local Writing Project site in the summer of 2007. Additionally, 3 of the 20 schools had greater than 30% of staff reporting that they were new to the school in 2008–09 (and in one of those over 70% of staff were new). Administrator and teacher turnover can both be major impediments to mechanisms that are likely important for partnership success: establishing long-term relationships and building a shared knowledge of instructional practices over time.

Prior Partnership Experience of Participating Local Writing Project Sites

Local Writing Project sites in the core WPD study varied in how long they had been doing partnership work and in the nature of their prior partnerships. The nature of their prior partnerships ranged from a series of inservices to a more intense partnership that, over the course of a year, included 4 workshop days led by content-specific Teacher-consultants who then spent a day each month in the school providing classroom demonstrations, observations, one-on-one mentoring, and study groups. At the outset, this variation in partnership experience meant that some Local Writing Project sites were better prepared to launch the WPD partnerships than others. Some had a vision for working with the school and a model—however loose—on which to base their initial planning, while other Local Writing Project sites struggled to imagine what they would do with the same group of teachers for 3 years. Furthermore, 10 of the 14 Local Writing Project sites had no prior experience with grant-based partnerships, which mirror the funding support that the WPD incentives provide for partnership work.

Partnership Initiation

Schools agreed to form partnerships for a variety of reasons, including a desire to improve test scores; however, some schools lacked a clear vision of partnering or knowledge of the expertise and resources available in their Local Writing Project site. Although forming a partnership in the context of the WPD study may explain why some schools did not have a clear understanding of what a partnership would entail, the data from the NOP study shows that the absence of shared goals is not unique to the partnerships in the study.

Local Writing Project sites participated in the WPD study for a variety of reasons as well. One of the more common was a desire to work with high-need schools (i.e., those serving a traditionally

underserved students), rural schools, or schools in a new area or a particular district. Other Local Writing Project sites wanted to develop partnership expertise.

Local Writing Project sites involved in both WPD partnerships and NOP reported that they typically (though not always) form organizational relationships with schools and districts by leveraging relationships with graduates of their programs or responding to queries. However, due to the study requirement that schools have minimal or no prior experience with the Writing Project, WPD partnerships did not typically start with a champion inside the school.

Planning and Supporting the Partnerships

By the end of the 2007–08 school year (officially the "planning year" for WPD partnerships), partnerships had made varied progress with eight partnerships not yet having developed plans that covered the entire 2008–09 school year. During 2008–09, partnerships ramped up, in most cases planning and delivering professional development during the year.

Planning Processes

Partnership planning involves both formal goal setting and plan development and informal processes that allow for planning to develop more organically. Bringing school and Local Writing Project site staff together, either through formal planning meetings or by initiating professional development and establishing feedback loops, helped school staff understand what the Local Writing Project sites could offer while enabling site staff to understand school strengths and needs. Through this joint work, much of which occurred in 2008–09, the partners were in a better position to develop shared goals and co-design the partnership. NOPs also developed goals through joint work.

Partnerships varied in who participated (site directors and/or teacher-consultants, school administrators, district administrators, and/or teachers) in formal planning processes. Most partnerships used informal strategies, such as opportunities for feedback at the conclusion of professional development events, to get teachers' input into partnership planning. Participation in partnership planning also varied among NOPs. Interestingly, none of the NOPs we studied began with a formal planning process that involved a committee of teachers, and the extent to which principals or district officials were involved varied.

Partnership Plans

In 2008–09, most partnerships did not have highly specified plans; most were planning one year at a time, and many adjusted plans over the course of the year in response to school needs and developing relationships. In part because schools were still learning about the Local Writing Project site and developing goals for their work together, school staff were often not thinking in specifics, nor were they thinking long term, about how to roll out the partnership work. Likewise, while nearly all Local Writing Project sites had a general plan for approaching their work with partnership schools, few had a highly specified plan. Data from both WPD and NOP suggest that the Local Writing Project sites' responsiveness to school needs and their willingness to modify the partnership plan when needs change can play an important role in building school commitment to the partnership.

Despite progress over the course of 2008–09, partnership plans rarely extended beyond the immediate school year. As a result, by spring 2009, few partnerships had clear plans for 2009–10 though many had some rough ideas and some were starting to plan. Nonetheless, many Local

Writing Project sites had made strategic investments in building relationships with school staff, which may lay the foundation for successful partnership work in the coming years.

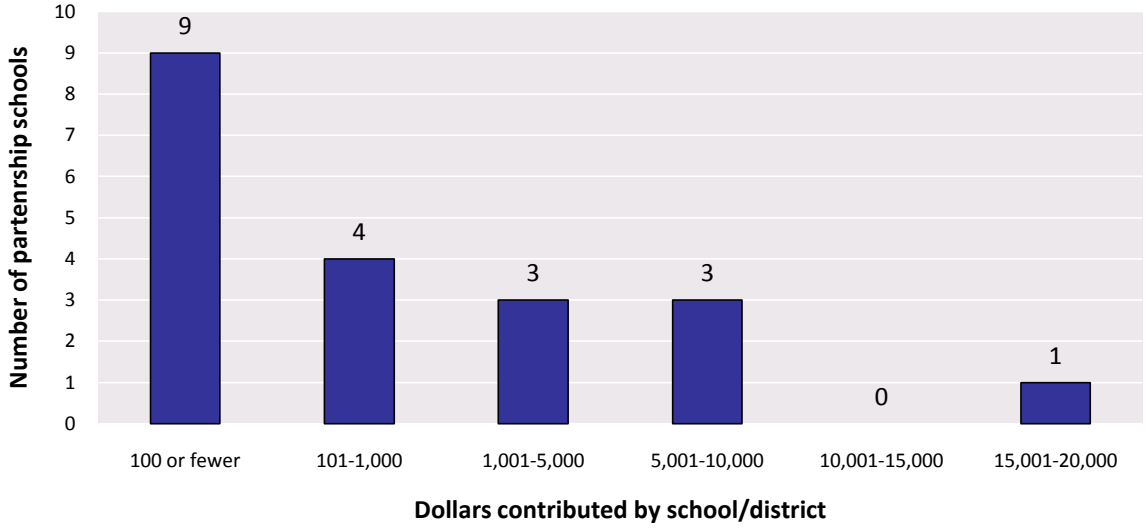
Administrator turnover was very problematic for partnerships. In a handful of cases, WPD partnership schools lacked leadership for the partnership (typically due to principal turnover) and did not have goals for the work as of spring 2009. These schools were not functioning as partners—they were not developing relationships with Local Writing Project site staff, nor were they engaged in "co-design" (i.e., developing a shared understanding of goals and strategies).

Supporting the Partnerships

Because schools that partner with Local Writing Project sites typically pay for their teachers' professional development, they show their commitment to the work by contributing both time and money. In the WPD context, there is also an expectation that schools "co-resource" the partnership to demonstrate their ongoing commitment.

Across the partnership schools, the ways in which schools and districts supported the work with the Local Writing Project site varied fairly dramatically. Financial data reveals wide variation in the amount that schools and districts have been contributing to the partnership, though nearly half of the schools contributed virtually no funds (less than $100) (see Exhibit ES-3).

Exhibit ES-3
School and District Financial Support for Partnership Work

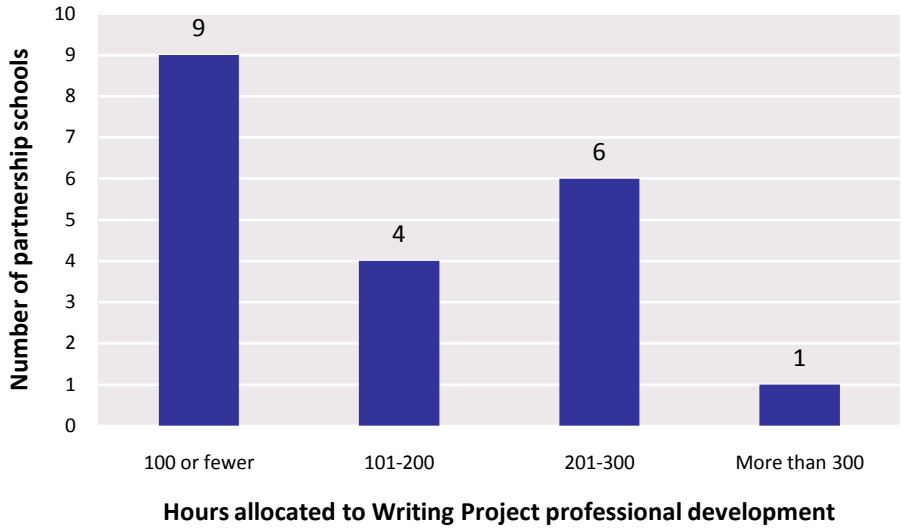


Source: Quarterly Partnership Monitoring

The amount that NOP schools contributed to the partnerships also varied, though four of the five exceeded the mean and median contribution of WPD partner schools.

Because Local Writing Project sites receive grants to support the WPD partnership work, it is possible for Local Writing Project sites to provide professional development free of charge. As a result, in many instances, school and district support for the partnership involved allocating time within the contract day and/or dedicating district professional development days for partnership work. Accordingly, some WPD schools made a substantial amount of time available during the school day or allocated professional development days for Local Writing Project work, while others gave little to no time (see Exhibit ES-4).

Exhibit ES-4
Time Partnership Schools Allocated to Partnership Professional Development



Note: Time allocated by schools and districts includes teachers' planning time, school/district professional development days, and time volunteered/donated by teachers.
Source: Quarterly Partnership Monitoring

Of the 13 schools that contributed $1,000 or less to the partnership in 2008–09, 6 were also among the schools contributing 100 or fewer hours to the partnership. Some WPD schools contributed little time to partnership work because other school initiatives competed for the same limited time.

The time NOP schools made available for partnership work also varied. In general, the NOP schools did not contribute more time (as they did money) than WPD schools.

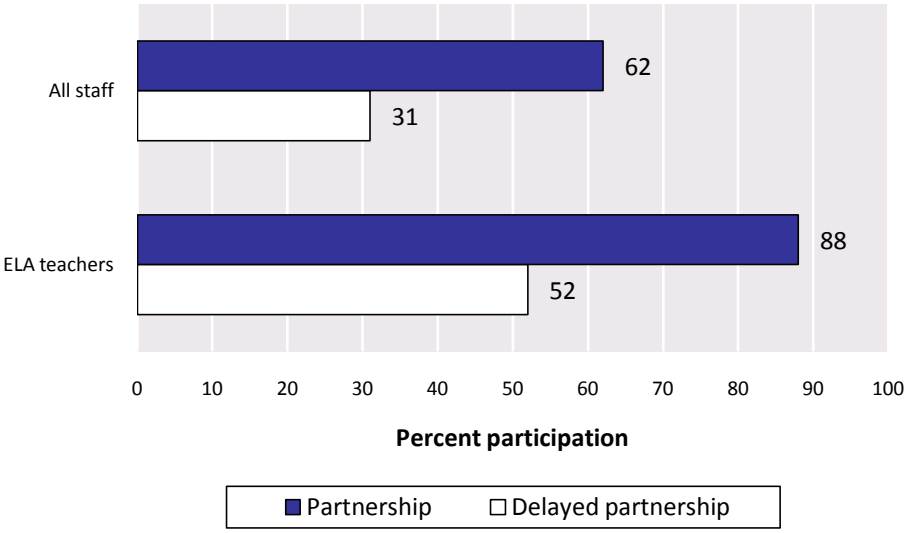
Participation in Writing Professional Development

We examined participation in writing professional development—regardless of whether it was facilitated by the Local Writing Project site—in both partnership and delayed partnership schools and explored how recruitment strategies influenced participation rates in partnership schools. Two key findings emerged. First, partnerships boosted teacher participation in writing professional development. Second, there was substantial variation across partnerships in participation rates and the amount of professional development participants received.

Participation in Writing Professional Development

Using survey data, we compared the percentage of school staff and ELA teachers who receive at least some writing professional development in partnership schools and delayed partnership schools. The data show that more staff and ELA teachers in partnership schools participate in writing professional development (Exhibit ES-5). (Differences are statistically significant unless otherwise noted.)

Exhibit ES-5
Percentage of Staff Participating in Writing Professional Development



Source: WPD Teacher Survey

Across partnership schools, however, there is wide variation in rates of participation in partnership professional development for staff (ranging from 9% to 100% of certified staff). ELA teachers typically participated at high rates. In 15 of the 20 partnerships, 100% of seventh- and eighth-grade ELA teachers participated in at least one partnership professional development event.

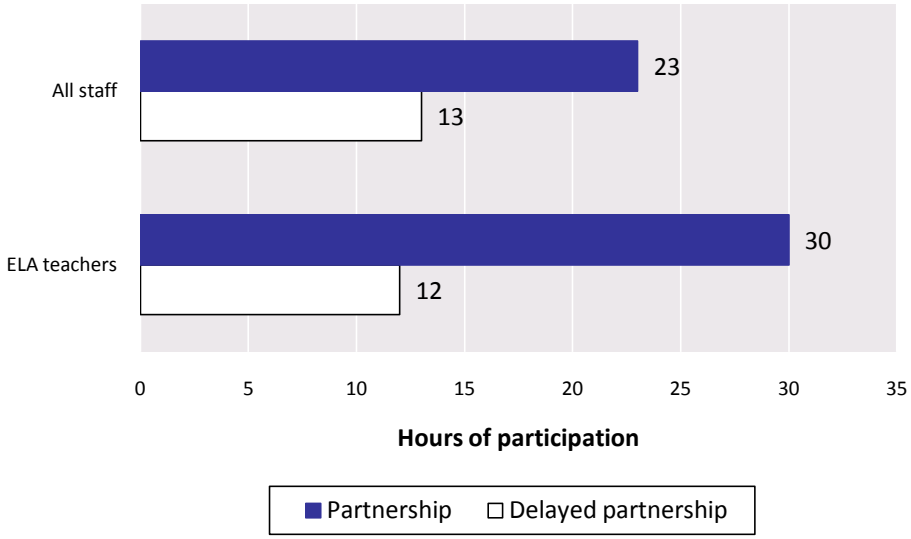
Participation rates were influenced by the strategy (voluntary, mandatory, mixed, or restricted) that partnerships used to recruit participants. Voluntary participation was associated with lower participation rates, while mandatory and mixed (at least one mandatory event and other voluntary events) recruitment strategies led more staff to participate in at least one event. When participation was restricted to one group of teachers (typically ELA teachers), participation rates were lowest.

Participation rates at the schools in the NOP substudy also varied, though several exceeded 35%. NOP participation rates were similarly influenced by recruitment strategy.

Duration of Participants' Writing Professional Development

Data show that staff and ELA teachers who participate in writing professional development receive more writing professional development in partnership schools than in delayed partnership schools (Exhibit ES-6).

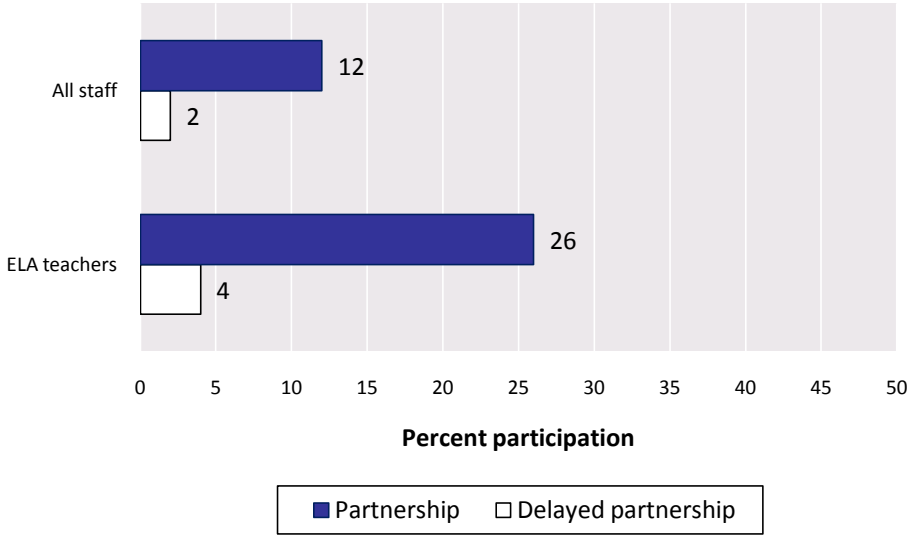
Exhibit ES-6
Average Duration of Professional Development for Participating Staff



Source: WPD Teacher Survey

Additionally, we compared the percentage of staff and ELA teachers who received 30 or more hours of writing professional development in partnership and delayed partnership schools. A higher percentage of staff and ELA teachers in partnership schools met the benchmark of receiving 30 or more hours of writing professional development (see Exhibit ES-7).

Exhibit ES-7
Percentage of Staff Receiving 30 or More Hours of Writing Professional Development



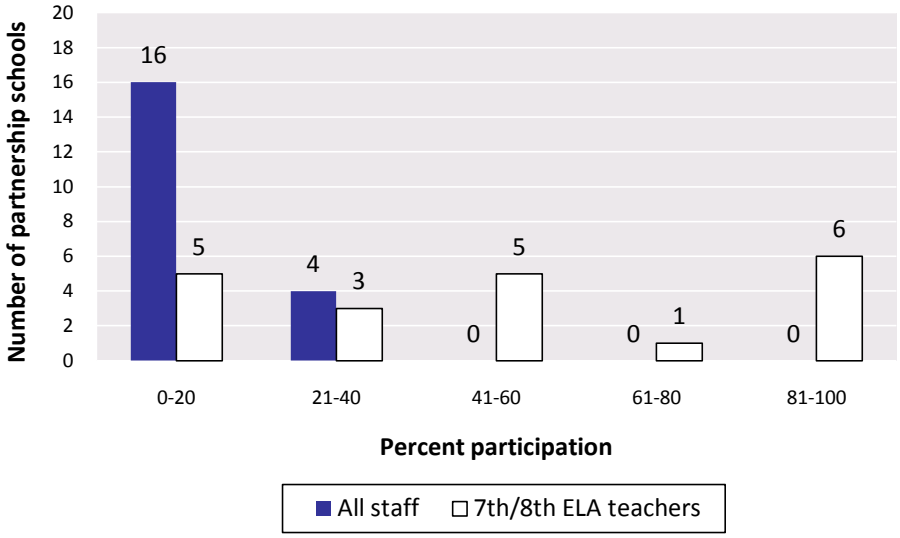
Source: WPD Teacher Survey

These data show that in the absence of partnerships, a very low percentage of staff (2%) participated in 30 or more hours of writing professional development, while in partnership schools the rate is higher (12%).

Likewise, in delayed partnership schools only 4% of ELA teachers participated in 30 or more hours of writing professional development, while in partnership schools 26% of ELA teachers received at least 30 hours.

We examined the proportion of each partnership school's staff that received 30 hours or more hours of partnership professional development to determine if partnerships reached a critical mass of teachers participating in professional development at that level of intensity (see Exhibit ES-8).

Exhibit ES-8
Percentage of Staff Receiving 30 or More Hours of Partnership Professional Development



Source: Quarterly Partnership Monitoring

As Exhibit ES-8 shows, in 16 of the partnerships, less than 20% of the staff received 30 or more hours of partnership professional development. Substantial variation exists with seventh- and eighth-grade ELA teachers as well, although they are more likely than all staff to have received 30 or more hours of professional development.

The Invitational Summer Institute (ISI), a multi-week professional development event held by each Local Writing Project site every summer, provided more professional development than any other event (with participants receiving 100 to 145 hours during the summer of 2008). Eight of the partnerships successfully recruited participants for the summer of 2008.

The NOP schools we studied also varied in the percentage of staff that participated in 30 or more hours of partnership professional development. In one partnership, no teachers received more than 30 hours of professional development, and in one partnership about 40% of teachers received more than 30 hours of professional development. The other partnerships ranged in between those levels.

Influence of Participants in More Intensive Partnership Professional Development

Many partnerships operated under an implicit theory that they would gain traction in schools when individuals participated in professional development, learned new strategies, bought in to the work, and then shared with their colleagues. The extent to which this approach would in fact lead to diffusion of new ideas throughout a professional community likely depends on how much influence participants have on their colleagues.

We collected data through our teacher survey on the extent to which teachers were influential in the school overall and influential in writing specifically. We found that, of the eight partnerships that sent teachers to the ISI, six partnerships sent teachers who were ranked among the top five "most influential" overall or for writing instruction in their schools. Even when participation falls short of the levels associated with the ISI, teachers who participate actively in partnership professional development are those who are in the best position to implement ideas from the professional development in their own classrooms and also to share them with others. In 12 partnership schools, at least one of the teachers with the most overall influence participated in 30 or more hours of partnership professional development; likewise, in 13 partnership schools, at least one of the teachers with the most influence in writing participated in 30 or more hours.

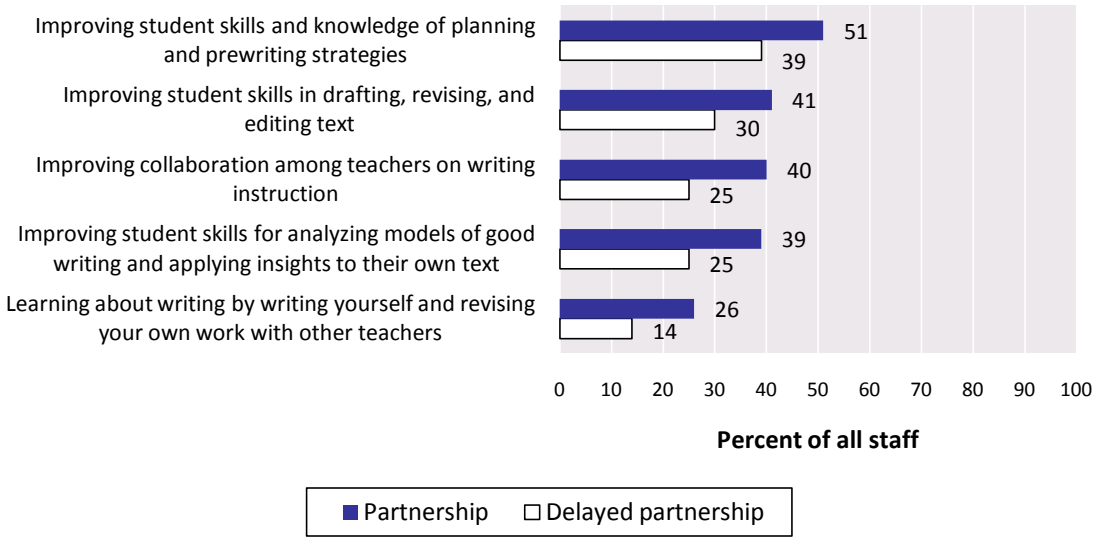
The Nature of Professional Development

We compared the focus of writing professional development received by staff in partnership schools and delayed partnership schools, and examined both the content and format within the partnership schools. We found differences between the partnership and delayed partnership schools in the content of writing professional development. Within the partnership schools, there is variation in the content focus of the partnership professional development as well as the format; however, most partnership professional development builds on teachers' existing knowledge and provides teachers opportunities for active learning and collective participation.

The Content Focus of Professional Development

The focus of writing professional development in partnership and delayed partnership schools differed, as partnership school professional development was more likely to focus on writing processes, teacher professional community, and teachers as writers (Exhibit ES-9).

Exhibit ES-9
Staff Member Reports of Major Foci of Professional Development



Source: WPD Teacher Survey

Across the partnership schools, the focus of partnership professional development varied for both WPD and NOP partnerships. All partnerships focused on the core task of improving writing in schools; yet the specific content of partnership professional development varied across the

partnerships. Content foci included: writing processes, writing in a range of genres, using models in teaching writing, reading and writing connections, and writing to learn. In addition, many partnerships actively engaged teachers in writing themselves. This variation is not surprising given the National Writing Project principle that, because schools are different and have different needs, the professional development they receive should differ as well. However, there were some unifying themes across the partnerships. The partnerships worked to build on teachers' existing knowledge and situate learning in the context of their schools; create forums for discussion, reflection, and feedback; and develop teacher leadership.

The Format of Professional Development

In 2008–09, partnerships provided 8500 hours of professional development through a range of formats. Most contact hours came through workshops (37% of contact hours), university courses (20% of contact hours), ISIs (18% of contact hours), and Open Institutes (11% of contact hours). Most partnerships offered teachers opportunities for active learning and collective participation, although these opportunities were embedded in a wide variety of professional development formats.

Within traditional formats such as workshops and courses, partnerships typically used activities, such as teachers demonstrating strategies to each other, to create opportunities for active learning. Additionally, in virtually all cases, open summer institutes, workshops, and university courses took place at the schools and were offered exclusively to school faculty, enabling the Local Writing Project site to situate learning within the school's context and to introduce a critical mass of teachers to the National Writing Project principles and strategies. Partnerships used the ISI to expose teachers to new strategies, engage them in research on teaching, involve teachers in inquiry, and develop teacher leadership while connecting them to the Local Writing Project site's professional community. Demonstration lessons, coaching, and support sessions made up a smaller proportion of contact hours, but allowed teachers to actively learn within the context of their own classrooms.

Teachers' Professional Practices

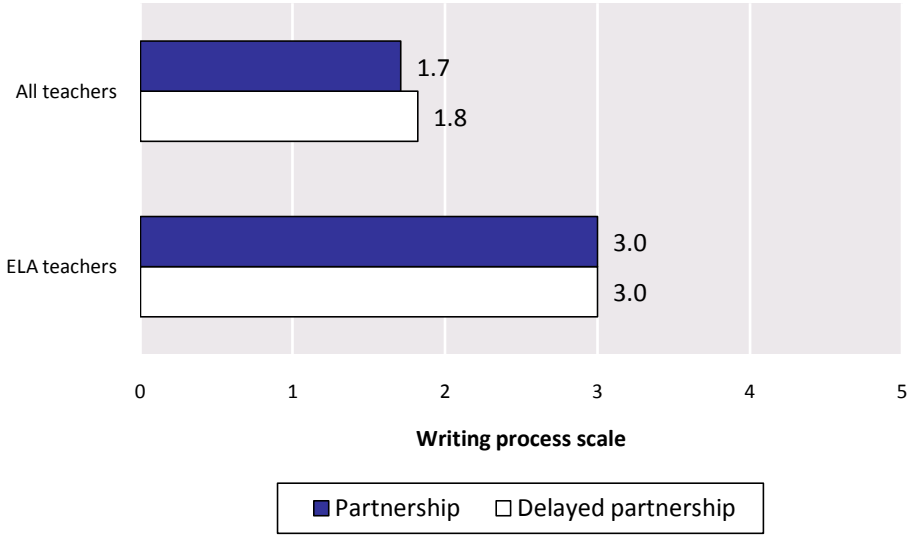
The purpose of partnership professional development is to improve the teaching of writing. Here we present data on teacher practices from the first of 3 years of partnership implementation. These data are preliminary measures of the impact of the professional development because, as noted earlier, Local Writing Project sites and their partner schools are still working towards the higher levels of partnership implementation that frame the current study—that is, none of the WPD partnerships obtained levels of co-design, co-resourcing, and participation (i.e., 35% of teachers receiving 30 or more hours of professional development) to meet the definition of "partnerships" developed by a focus group of site directors prior to the study.

We first compared teachers' professional practices in partnership and delayed partnership schools and found no differences. Next, we examined the variation in practices among teachers receiving different amounts of writing professional development and found that, regardless of whether they were in a partnership or delayed partnership school, teachers who received 30 or more hours of writing professional development had different professional practices than those who did not. This finding held after controlling for teachers' prior practices.

Teacher Practices in Partnership and Delayed Partnership Schools

We analyzed staff reports on instructional practices in 2008–09 through our teacher survey and seventh- and eighth-grade ELA teachers' instructional practices through the teacher log. Data from the on-demand writing prompts and student reflections were collected in 2008–09, but will not be scored until 2011. Our teacher survey included measures of: teachers own writing practices, the variety of genres they used in class, how often teachers devoted class time to four key writing processes, and student engagement in writing processes; the teacher log included measures of students opportunities to write in class. There was no difference in teachers' reported practices on any of these measures between partnership and delayed partnership school. Exhibit ES-10, which shows that there is no difference in student engagement in writing processes between partnership and delayed partnership schools, exemplifies the trend in the data.

Exhibit ES-10
Student Engagement in Writing Processes



Source: WPD Teacher Survey

Variation in Teacher Practice Within Schools

Teachers who reported receiving 30 or more hours of writing professional development in 2008–09 were more likely to engage in specific professional practices (e.g., writing themselves and devoting more class time to student use of writing processes), after controlling for other variables (prior practice, teaching ELA, and teaching in a partnership school). Both prior practice and being an ELA teacher were also positively and significantly related to those outcomes after controlling for the other variables. Whether teachers were in partnership or delayed partnership schools was unrelated to their engagement in these writing practices, after controlling for the other variables.

Qualitative data from partnership schools paint a corroborating picture. Administrators and teachers in partnership schools whom we interviewed commonly described a range in the amount of partnership professional development that participants received and corresponding variation in the effects of participating on teacher practice. They explained that many teachers (who received a modest level of professional development) made minor if any changes in practice; in contrast those who participated at a higher level attempted to implement more substantial changes.

Next Steps

This report focuses on data from the first year of implementation. Over the subsequent 2 school years, we will continue to study partnership planning processes, the implementation of professional development activities, and the impact of those activities on teacher practices and student writing. We also plan to continue to examine naturally occurring partnerships.

Beginning in 2009–10, in order to increase the likelihood of studying "partnerships" meeting the definition of partnership work, the NWP will be proactive in providing technical assistance to Local Writing Project sites participating in WPD. Local Writing Project sites participating in WPD could always take advantage of technical assistance provided by the National Writing Project to all Local Writing Project sites (e.g., attending sessions at the annual meeting on developing partnerships); however, few availed themselves of those resources during 2007–08 and 2008–09. Looking ahead, the NWP will offer technical assistance to WPD sites in three ways: (1) the NWP will advertise all events on partnership work to make sure that WPD Writing Project sites are aware of existing opportunities for technical assistance; (2) the NWP will include discussions of WPD partnerships when it has regular monitoring calls with Local Writing Project sites participating in WPD; (3) the NWP will create support systems for Local Writing Project sites participating in WPD available only for WPD-participating sites, much as it would for other grant programs (e.g., online support opportunities and contact with support staff at the NWP that focuses on WPD partnership work). In addition, SRI will alert the NWP of specific, non-confidential facts (such as principal turnover) to trigger NWP offers of technical assistance to WPD sites. The Year 4 report will describe the technical assistance WPD sites received.

CHAPTER 1
INTRODUCTION

The National Writing Project (NWP) is a nationwide network of over 200 university-based sites aimed at improving student writing through teacher professional development. Central to the NWP's core principles is the understanding that teachers and teachers-leaders are the primary agents for improving writing instruction. In NWP professional development, teachers are prepared to lead their own and their peers' instructional improvements through experiencing writing themselves, examining theory and research, and reflecting on their current practices in response to new ideas.

The NWP offers a variety of professional development experiences to improve teachers' writing instruction. The most-studied professional development is their Invitational Summer Institute (ISI). The ISI is a multiple week event attended by teachers whom Local Writing Project sites select to undertake sustained, collaborative inquiry into practice. The ISI seeks both to improve these teachers' own knowledge of writing and instructional skills and to prepare them to assume formal or informal leadership roles within the Local Writing Project site and in schools. These roles include presenting professional development and engaging strategically in conversations about writing instruction. Local Writing Project sites also offer a range of shorter programs such as Open Institutes, conferences, workshops, and inservice programs.

NWP school partnerships, the focus of the current study, are longer-term agreements with individual schools to provide sustained professional development. Local Writing Project sites have substantial discretion about how to conduct partnership work. In fact, partnership professional development can include all of the types of professional development offered by Local Writing Project sites. However, partnerships are distinct from other NWP professional development in that the Local Writing Project site tailors the program to the specific needs of partner schools, typically offering some events only to staff at the partner school. Moreover, when teachers participate in events offered to the broader community (such as the ISI), the goal is for those teachers to bring ideas, strategies, and skills back from those events to their own schools.

In 2006, the NWP contracted with SRI International (SRI) to undertake a 5-year national randomized control trial of Local Writing Project sites' partnerships with schools serving middle grades. The National Evaluation of Writing Project Professional Development (WPD) has issued two previous annual reports. The first year report described the conceptual framework, the study design, and the recruitment of Local Writing Project sites and schools into the study (Gallagher, Penuel, Shields, & Bosetti, 2008). The second year report demonstrated that the random assignment had led to similar schools in the partnership (treatment) and delayed partnership (control) groups; it also described partnership planning during the baseline year (when no professional development was provided) (Gallagher et al., 2009). The associated *Report on Baseline WPD Teacher Assignments and Student Work* (Murphy, Gallagher, & Hafter, 2010) provides information on the scoring of teacher assignments and student work from the baseline year. This third annual report profiles the sample of schools and Local Writing Project sites participating in the evaluation and describes partnership planning, the professional development provided by Local Writing Project sites to partnership schools, and preliminary outcomes. The remainder of the introduction describes the evaluation design and provides an overview of the report.

Overview of the Evaluation Design

The purpose of the evaluation is to describe partnership development, partnership work, and how partnerships affect participating schools. Below we list the research questions, explain how Local Writing Project sites and schools were recruited into the study, define "partnership" for the purposes of the study, discuss a non-experimental addition to the core study, and describe the data collection methods.

Research Questions and Design Summary

The evaluation seeks to address eight research questions:

1. Does the **writing performance** of students in classes taught by teachers in NWP partnerships improve to a greater extent than does that of students in a comparison group taught by teachers without NWP training?
2. Do **other student outcomes** related to writing performance (e.g., attitudes toward writing, use of best practices and strategies for writing, amount of independent writing) in classes taught by teachers in NWP partnerships improve to a greater extent than do those of students in a comparison group taught by teachers without NWP training?
3. Do any effects observed in Questions 1 and 2 **increase with time of involvement for teachers** (e.g., as teachers' exposure to NWP participation increases)?
4. Do any effects observed in Questions 1 and 2 **increase over time for students** as they experience repeated exposure to teachers with NWP participation?
5. How are **mediating factors** (e.g., teachers' knowledge, skills, dispositions, and instructional behaviors) affected by participation in NWP partnership activities?
6. How do **changes in mediating factors** identified pursuant to Question 5 above **relate to observed changes in student performance**?
7. What are the **essential dimensions of the professional development** offered through NWP school partnerships, and which of them contribute significantly to teacher change and student learning?
8. How does NWP **participation impact teachers' professional community** and, in turn, **impact teacher and student outcomes**?

Additionally, we seek to describe how partnerships develop and how they are implemented in the partnership schools. To address these questions, we are employing a randomized trial. We refer to the 20 schools in the treatment group as "partnership" schools in this report because they were randomly assigned to form partnerships with their Local Writing Project sites. We refer to the 19 schools in the control group as "delayed partnership" schools because they will be eligible to form a partnership after the study concludes.

The study follows an experimental design with a baseline year (2007–08) during which partnership schools could plan the work with their Local Writing Project site but could not commence professional development. From 2008–09 through 2010–11, the Local Writing Project sites and partner schools can implement their partnerships. As described below, delayed partnership schools could continue their business as usual, but could not seek new writing professional development.

Recruitment of Local Writing Project Sites and Schools

SRI began recruiting Local Writing Project sites and schools for the 4-year evaluation in the spring of 2007. The NWP sent site directors a link to an SRI survey assessing preliminary interest in participating in a randomized trial to study Local Writing Project partnership work with schools

serving middle grades.[1] SRI received responses to this survey from 168 Local Writing Project sites, with 124 of the sites indicating preliminary interest in participating. In June of 2007, SRI sent a second survey to these 124 Local Writing Project sites asking the sites to recruit two to four schools that met the following requirements:

1. They served middle-grades (seventh- and eighth-grade) students;
2. They had "minimal or no prior experience" with the Local Writing Project site. More specifically, they could not have more than two teacher-consultants (teachers who had completed the ISI) on staff at the school, no administrators could have attended an ISI, and the school could not have received more than 30 hours of Local Writing Project professional development over the preceding two years.[2]
3. They were willing to be randomly assigned to either the treatment or control condition.

The second and third requirements were imposed so that a school could appropriately function as an experimental control in the study.

As an incentive for participating, control schools receive $8,000 per year to spend on other educational purposes aside from writing professional development and at the conclusion of the study can undertake a subsidized partnership with their Local Writing Project site. As an incentive for participating and to provide a level of financial stability that increases the likelihood that partnerships are sustained over three years, Local Writing Project sites receive $12,000 per year to subsidize each partnership.[3]

Thirty-four Local Writing Project sites responded to the second survey, each nominating two to four schools for participation. To be eligible, principals in those schools needed to sign a form indicating an understanding of study terms and eligibility. SRI received signed forms from principals in 98 schools, recruited by 32 of the Local Writing Project sites. From those 32 Local Writing Project sites, SRI randomly selected 14 sites with interested and eligible schools and randomly assigned pairs of schools to the treatment and control groups.[4]

Definition of "Partnership"

Prior to commencing data collection, the National Writing Project convened a focus group of site directors who were experienced with partnership work to discuss with SRI key features of effective school partnerships. These site directors described varied partnership experiences, but came to an agreement regarding key features of effective school partnerships. Based on the focus group, we use the following criteria to define partnerships as a frame of reference for this study:

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1 All sites received the preliminary e-mail except for those in their initial years of operation (which were not likely to have developed to the point of offering school partnerships) or those undergoing a substantial leadership transition (which might not be stable through the course of the study).

2 The ISI prepares teachers to become teacher-consultants—that is, to assume teacher leadership roles at the Local Writing Project site and in schools. A school that entered the study with two or more teacher-consultants might not be able to fully assume "control" status because those teachers might purposely or inadvertently spread Local Writing Project ideas in their schools.

3 For Local Writing Project sites with one partnership school, this is the equivalent of a moderate-sized grant from the National Writing Project. Local Writing Project sites with two schools receive $24,000 per year, which is large compared to most grants the National Writing Project gives to local sites. Unlike actual National Writing Project grants, however, sites receiving the funds were selected at random from all volunteers, and sites' work in connection to these funds is not subject to specific monitoring or technical assistance from the National Writing Project.

4 Some Local Writing Project sites and schools that were initially selected were later determined to be ineligible or withdrew prior to the start of data collection. In these cases, replacement Local Writing Project sites and/or schools were selected and subsequently randomly assigned to experimental conditions. The first and second year reports provide more details on this process.

1. Partnerships are *co-designed*. For this study, that means that both the Local Writing Project site and the school must share an understanding of the goals and strategies of the partnership.
2. Partnerships are *co-resourced*. There must be evidence, over multiple years, of a district and/or school leaders' commitment to the partnership (i.e., resources).
3. A *critical mass* of teachers (35%–100%) must participate in the professional development, regardless of how teachers are selected into a partnership. The strategies for recruiting teachers to participate in NWP programming may include (but are not limited to) recruiting volunteers or targeting specific groups of teachers (e.g., grade level or department).
4. Participating teachers must receive *sufficient* professional development. As a rule of thumb the critical mass of participating teachers (defined above) should receive at least 30 contact hours of professional development (delivered by Local Writing Project staff and/or local teacher-consultants) each year.

This definition is nothing more or less than a framework for assessing implementation in this study. It is important to note that the site directors in the focus group did not immediately come to consensus on these points. In fact, some described partnership work that would not meet these criteria. Additional evidence we have gathered in subsequent interviews with site directors participating in our study suggests that many Local Writing Project sites use the term "partnership" to describe work that falls outside of this definition. In this report, we use the term "partnership" to describe the work of the Local Writing Project sites and their assigned treatment schools as they began to form partnerships, even in cases where that work does not meet the initial criteria that the focus group set out as defining effective partnerships.

Substudy of Local Writing Project Partnerships Outside of the Randomized Control Trial

During 2007–08 as we studied partnerships' planning processes, we decided with the NWP to engage in a substudy to explore how the randomized trial might have affected the nature of partnerships in the WPD study. There were two aspects of partnership formation that we thought might differ between the partnerships created for this study and "naturally occurring" partnerships (i.e., partnerships not stimulated by the financial incentive offered for participation in our experiment and not subject to the eligibility restrictions of our experiment).

First, we had anecdotal evidence that naturally occurring partnerships often form as the result of strong relationships between Local Writing Project sites and leaders and teachers in schools. These school-based educators often champion partnership formation and ensure that the partnership gets sufficient funding from the school or district to support the work. In contrast, for the randomized trial, we had stipulated that Local Writing Project sites not be too embedded in schools at the start of the study so that schools could realistically function as controls for the experiment.

Second, in many (though not all) partnerships outside of the study, participating schools or districts seek out Local Writing Project sites and pay them for the professional development teachers receive. Other partnerships are supported by grants secured by Local Writing Project sites, possibly in collaboration with partner districts and schools. Paying for services demonstrates a degree of local commitment to the partnership and recognition by the schools that the Local Writing Project site is the best external resource for assistance.

In the current evaluation, Local Writing Project sites recruited schools into the study, instead of schools seeking out Local Writing Project sites. Additionally, to ensure some degree of financial stability for these partnerships over the four years of the evaluation, Local Writing Project sites receive an annual grant of $12,000 to subsidize their work with partnership schools. These grants

may have lowered the level of school commitment necessary to initiate the partnerships in the randomized trial.

The substudy on naturally occurring partnerships (NOP), which involved five schools and four Local Writing Project sites, had one research question: "How are naturally occurring partnerships similar to and different from the partnerships participating in the National Evaluation of Writing Project Professional Development experiment in terms of their development, resources, and nature of professional development provided?" Throughout this report, we use data from this substudy to highlight similarities and differences between the WPD partnerships and the NOPs we studied.

Data Collection Activities

We use multiple data collection strategies to address the research questions. Exhibit 1 describes the data collection activities for the study, the constructs covered, the respondents, the frequency, and whether comparable data were collected from NOP schools during 2008–09.

Exhibit 1
Data Collection Activities

Data Collection Activity	Topics Covered	Respondents	Frequency	Administered to NOP Schools in 2008–09
Teacher Survey	School context, teacher professional community, teacher professional practices	All certified staff	Annually	Yes
Teacher Log	Instructional Practices	7th- and 8th-grade ELA teachers	2 weeks/yr[a]	No
Teacher Assignments	Instructional Practices	7th- and 8th-grade ELA teachers	None 2008–09; 4 times/year all other study years	No
Student Work	Student opportunities to learn	7th- and 8th-grade ELA teachers' students	None 2008–09; 2 times/year all other study years	No
On-Demand Writing Prompts and Reflections[b]	Student outcomes	7th- and 8th-grade ELA teachers' students	Fall/spring each year	No
Interviews	NWP site context, school context, partnership planning, professional development, teacher professional community, teacher practices	Site directors, professional development providers, teachers, administrators	Fall/spring each year	Yes
Quarterly Partnership Monitoring	Partnership goals, professional development provided, teacher participation in professional development, resource expenditures	Site directors, professional development providers	Summer, Fall, Spring each year	No

Note: ELA = English/language arts

[a] During the 2007–08 school year, we collected 4 weeks of teacher logs from participating 7th- and 8th-grade English/language arts teachers.

[b] To increase the quality and consistency of scoring, all student on-demand writing prompts will be scored during the summer of 2011, with findings described in the final report.

By collecting data from multiple sources over time, the design enables us to describe partnership work (implementation of the intervention) in detail, compare partnership schools to delayed partnership schools over time, and compare experimental partnerships to NOPs on some dimensions. See Appendix A for a detailed discussion of research methods.

Overview of the Report

This third annual report focuses on early partnership implementation, providing only preliminary findings on outcomes. The report has six main chapters after the introduction:

- Chapter 2 describes the schools in the evaluation, focusing on the variation across partnership schools, participating Local Writing Project sites, and partnership initiation.
- Chapter 3 describes partnership planning, including who participated and how, and school support (i.e., funding and time) for partnership work.
- Chapter 4 describes participation in writing professional development, first comparing levels of participation and the amount of professional development teachers in partnership and delayed partnership schools received. It then examines the variation across partnership schools in the strategies used to garner participation, the amount of partnership professional development teachers received, and who participated actively in the professional development.
- Chapter 5 describes the nature of writing professional development, first comparing the content of writing professional development provided to teachers in partnership and delayed partnership schools. Next it describes the range of content foci covered in partnership professional development. It concludes with a description of the formats of professional development offered and the characteristics of partnership professional development that were consistently found regardless of format.
- Chapter 6 presents preliminary data on outcomes from the teacher survey and teacher log. After comparing partnership and delayed partnership school outcomes on quantitative measures, it examines correlations in the quantitative data, which are then explored using qualitative data.
- Chapter 7 offers conclusions from the first year of partnership implementation.

The report also has three appendices. Appendix A provides a more detailed review of data collection methods. Appendix B offers a brief description of each of the partnerships visited for the substudy on NOPs. Appendix C provides technical data on all statistical comparisons presented in the main report.

CHAPTER 2
PARTNER PROFILES AND PARTNERSHIPS AT INITIATION

Partnerships typically involve a Local Writing Project site delivering a set of services and supports designed to address a school's needs. This approach is consistent with the overall National Writing Project's principles, which hold that professional development should be customized to the needs and capacity of the local professional community. Partnerships differ from other Local Writing Project work in that partnerships tend to be multi-year agreements between organizations; whereas, other Local Writing Project work focuses on professional development for individual teachers.

Because partnerships are customized to a school's needs and dependent on the capacity of Local Writing Project sites, it is important to keep in mind key characteristics of the schools and sites and the context in which they work. In this chapter, we explore factors that may influence partnership development and reflect on each party's motivation to participate in the WPD study and form a partnership. More specifically, this chapter presents updated school performance and demographic data, information about external pressure to improve school performance, and data on principal and teacher turnover; in describing the Local Writing Project sites, we focus on their prior experience with partnership work. We conclude the chapter with discussion of the initial circumstances of partnership formation.

The Partnership Schools

The WPD school sample is comprised of 39 schools: 20 partnership schools (i.e., schools assigned to form a partnership with a Local Writing Project site) and 19 delayed partnership schools (i.e., schools assigned to the control group). In our first year report, we showed that in the aggregate schools assigned to partnership and delayed partnership conditions were equivalent in terms of school size, student characteristics, and school performance. In the second year report, we showed that the partnership and delayed partnership schools were comparable at baseline on the treatment and outcome measures used in this evaluation. Here, we describe partnership school characteristics and contextual factors that may affect partnership development.

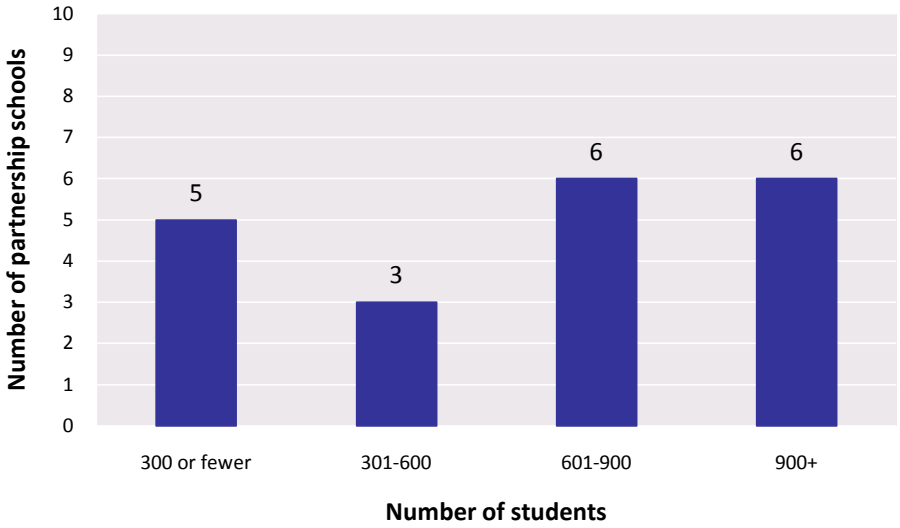
The partnership schools were diverse, differing in the grade span served, school size, and student demographics.

While partnership schools' grade levels varied, most were middle schools. The grade spans covered in the partnership schools ranged from just 7th and 8th grades to kindergarten through 12th grade. However, 15 of the 20 partnership schools could be considered middle schools, defined as a school serving the middle grades (grades 5 through 8) and separated from elementary and high schools.[5]

Partnership schools also varied in the size of school enrollment. Five served fewer than 300 students, while six were large, serving over 900 students (see Exhibit 2).

[5] This categorization follows the convention established in Juvonen et. al. (2004).

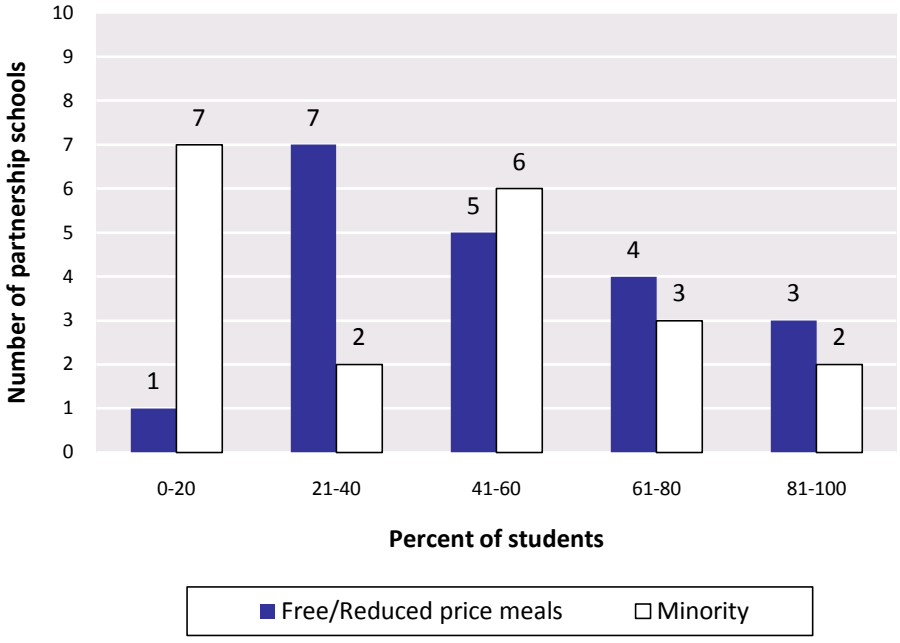
Exhibit 2
Student Enrollment in Partnership Schools



Source: State Department of Education websites for the states with schools in the study

The characteristics of the schools' student populations also varied widely. The partnership schools' student populations ranged from 0% to 98% minority, and from 11% to 87% of students receiving free or reduced-price meals (see Exhibit 3).

Exhibit 3
Student Demographics in Partnership Schools



Source: State Department of Education websites for the states with schools in the study

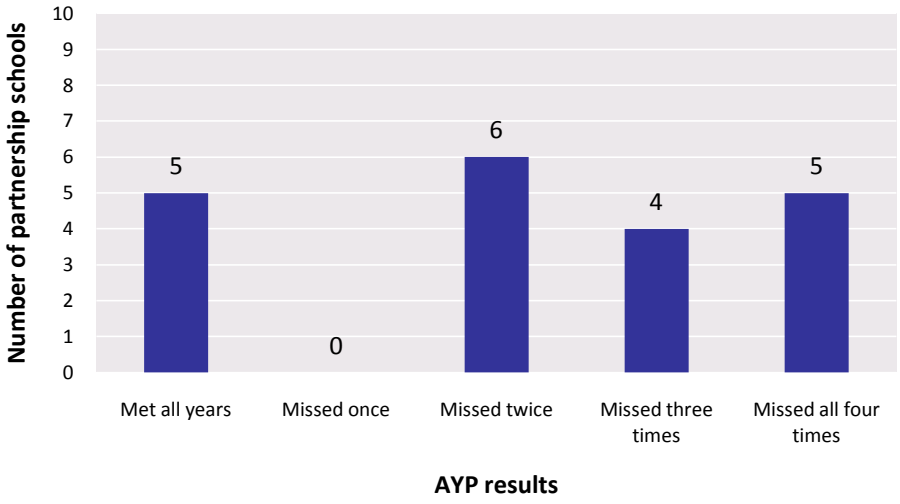
The partnership schools also varied in their geographic location. They were located in 12 states, spread throughout the country. Nine partnership schools were in cities, six were in rural areas, one was in a large suburb, and the remaining four schools were in towns. The geographic location of the partnership schools has emerged as an issue primarily for cases where the physical distance between the Local Writing Project site and the school affects how often staff can meet face to face.

While each of these factors—grades served, school size, student demographics, and geographic location—influences the needs of the school and may affect the development of the partnership, the factor that most often influenced partnership development was pressure to improve student performance.

Partnership school performance varied, as did the degree of pressure due to external accountability.

Comparing school performance across the partnership schools is complicated by the fact that each state administers its own assessments, with its own definitions of what it means for students to be proficient in each content area. Likewise, because the No Child Left Behind (NCLB) Act allows each state to establish its own definition of adequate yearly progress (AYP), it is not possible to compare schools' AYP status across states.[6] However, across all states, the longer a school fails to make AYP, the more severe the sanctions—sanctions escalate from requirements to offer school choice to school reconstitution—and it is often the threat of sanctions that puts pressure on teachers and administrators. Across the 20 partnership schools, 15 schools failed to meet AYP two or more times, and 5 schools had not met AYP for any of the 4 years of our study (see Exhibit 4).

Exhibit 4
Number of Partnership Schools Meeting or Missing AYP from 2005–06 to 2008–09



Note: This table includes all 20 schools, although we are missing 2008–09 data for two partnership schools. For these schools, we report what is known to date: one school made AYP for the first 3 years, and the other school missed AYP twice.

Source: State Department of Education websites for the states with schools in the study

Teachers and administrators alike felt the pressure of external accountability. On the teacher survey we asked staff to rate the amount of pressure on their school from state assessments on a scale of

[6] A comparison of the states in which WPD partnership schools were located showed the percent of schools that made AYP in 2007–08 ranged from a low of 24 to a high of 86.

1 to 7, with 1 being no pressure and 7 being a great deal of pressure. On average across the partnership schools, staff rated the amount of pressure a 6. These pressures are not baseless: one partnership school that failed to meet AYP for each of the 4 years from 2005–06 to 2008–09 was reconstituted at the end of 2007–08, and over the next year, more than 70% of the staff and the principal were replaced. In some cases, the school's external accountability system became the lens through which school staff viewed the partnership. As a Local Writing Project site director noted in describing one partnership school, "everything that happens in that school is filtered through what it has to do with the [state achievement test]."

The inclusion of writing on state exams affected some partnership schools' curriculum as well as teachers' attitudes toward writing instruction and professional development in writing.

In 2008–09, writing was either assessed or used as an assessment strategy in content areas in each of the states in the WPD study. Exhibit 5 presents the number of partnership schools operating within different systems for assessing writing.

Exhibit 5
Role of Writing on State Tests, 2008–09

	Independent Writing Exam	Writing Assessed within ELA Exam (but not assessed separately)	Writing Used to Assess other Content Areas
Number of Partnership Schools	14	6	10

Note: Numbers do not sum to 20 because some schools fall into multiple categories. ELA = English/language arts.
Source: State Department of Education websites for the states with schools in the study

In some cases, the inclusion of writing in the state testing system acted as a catalyst for teachers to participate in partnership professional development, thereby encouraging and sustaining partnership development. For example, in one school, district-required writing assessments that mirrored the state test drove instruction; while in another school, an increased emphasis on student writing on the state test led to the adoption of writing as a school goal.

In several cases, content area assessments involving writing led to a focus on writing across the curriculum. One principal in a state introducing new content area writing assessments noted that the state test is "forcing it [writing] across the curriculum." A content area teacher in a different state described the shift in teachers' thinking at his school as follows:

> Writing across the curriculum is not a focus [now], but it is gaining speed. Science was tested last year as part of the [state assessment], and it tapped into that whole idea of the essence of your ability to think resting on your ability to read and write. The ability to perform on the science test—that started to become a new conversation: If [students'] ability to write an essay was better, would they perform better on science tests?

In some schools where the state used writing as an assessment strategy in the content areas, accountability pressures created an incentive to work with the Local Writing Project site and broadened interest and participation in the partnership. For example, poor performance on the written components of content area tests drove interest in the partnership among content area teachers at a school that otherwise had relatively high test scores.

In some cases, content area teachers were developing a sense of responsibility for preparing students for state writing assessments even when the tests were not in their content area. In one school,

content area teachers were beginning to recognize that sharing responsibility for writing instruction would help students become more successful on the state assessment. One teacher described her growing interest in writing instruction as follows:

> The sense of urgency is there because you want to meet the [accountability] goal. Typically, social studies teachers are like, "We're not tested," but we can't look at it like that because we do reading and writing every day.…We're more aware that writing can't just be done in a 45-minute block in language arts, and if we want to improve our test scores, it has to be done in every area. I see how much the language arts teachers have to cover—reading and writing—and there's no way they're going to cover all that stuff with only 45 minutes a day. A lot of us recognize that this is not just their undertaking.

However, this teacher's perspective was not universal, as some teachers in states with similar testing regimes thought writing instruction should be covered in English/language arts and not in content areas. In other cases, the introduction of writing assessments did not lead to changes in teachers' perceptions about the role of writing instruction in their classroom because writing across the curriculum was not new. For example, at one school, the district's long-standing emphasis on writing across the curriculum was the source of ongoing demand for writing professional development.

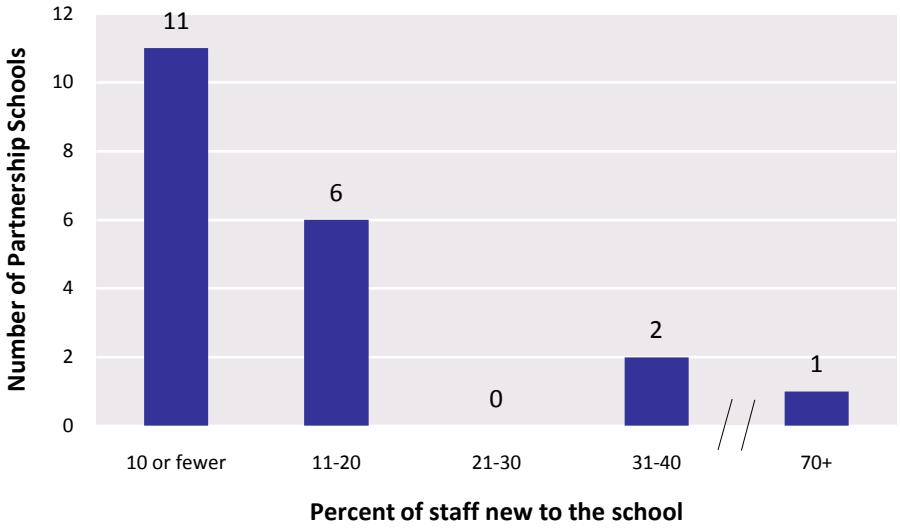
Partnership schools experienced varying levels of staff turnover.

Stability of school leadership and staff can be critical to launching and sustaining a partnership, especially one focused on deep instructional change. Across the 20 partnership schools, eight schools had new leadership since agreeing to form a partnership with their Local Writing Project site in the summer of 2007. In these schools, new principals inherited the partnership and typically did not have clear goals for the work. (The implications of this principal turnover for partnership formation are discussed in Chapter 3.)

Staff turnover also merits ongoing monitoring as partnerships are by definition multiple-year endeavors designed to make deep changes in teachers' practice over time. Less than 10% of the staff at a majority of the partnership schools were new to the school in 2008–09 (see Exhibit 6). However, in 3 of the 20 partnership schools, more than 30% of the staff were new to the school in 2008–09. [7]

[7] One of these schools is the school that was reconstituted, with over 70% of the teachers and the principal replaced.

Exhibit 6
Percentage of Staff New to Partnership Schools in 2008–09



Source: WPD Teacher Survey

A few schools faced a number of these challenges—missing AYP, getting a new principal, high teacher turnover—simultaneously. Of course, the one school that was reconstituted missed AYP for a number of years before getting a new principal and new faculty. Three other schools missed AYP three or more times and got a new principal in the last 4 years; a fifth school experienced a change in leadership and teacher turnover of greater than 30%.

Of course, partnerships are formed between schools and Local Writing Project sites, and the context and characteristics of both are likely to affect partnership development. We turn now to a discussion of the Local Writing Project sites that are participating in the WPD study, focusing on their prior experience with partnerships.

The Local Writing Project Sites

Fourteen Local Writing Project sites comprise the WPD site sample. In the first year report we showed that while the Local Writing Project sites in the sample served more teachers, had more teacher-consultants, and had larger budgets than the NWP average, the range among Local Writing Project sites in the sample for each of these parameters was neither at the bottom nor top of all NWP sites. Here, we describe the Local Writing Project sites' prior partnership experience because we hypothesize that past experience builds site capacity for partnership work.

Local Writing Project sites varied in their prior partnership experience: all had some experience, but a few had very little.

Local Writing Project sites in the core WPD study varied in how long they had been doing partnership work and in the nature of their prior partnerships. The nature of their prior partnerships ranged from a series of inservices to a more intense partnership focused on writing across the curriculum. The more intense partnership, over the course of a year, included four workshop days led by content-specific Teacher-consultants who then spent a day each month in the school providing classroom demonstrations, observations, one-on-one mentoring, and study groups. Some

Local Writing Project sites had partnerships in 2008–09 that predated the WPD study and were ongoing (one district partnership had been ongoing for at least 5 years), while other partnerships began around the time of the WPD study in 2007 or later. Many of the previous partnerships described by Local Writing Project sites did not offer a "sufficient" amount of professional development to a "critical mass" of teachers, as defined by the WPD partnership criteria.

At the outset, this variation in partnership experience meant that some Local Writing Project sites were better prepared to launch the WPD partnerships than others. Some had a vision for working with the school and a model—however loose—on which to base their initial planning, while other Local Writing Project sites struggled to imagine what they would do with the same group of teachers for 3 years. Moreover, those Local Writing Project sites that had more prior partnership experience seemed sensitive to the ways in which partnership work is different from teacher professional development outside of the partnership context. Among the Local Writing Project sites that we studied, the site with the longest history of partnership work was a site involved in our substudy of NOPs. As a result of their long history, they had a well-developed model for school partnership work (see Exhibit 7).

Exhibit 7
A Well-Developed Partnership Model

A Local Writing Project site that we visited as part of the NOP substudy had a long history of working with its local school district to provide professional development through school partnerships. It had a highly developed model, in use since 1981, that staff are continuing to elaborate and define. Their partnership model was to help create "writing intensive schools" through a two-pronged approach:

1. After-school courses (for credit) or workshop series (slightly shorter—20 hours per semester) provided on-site for school staff who may choose to attend; and

2. On-site consulting—at least one, but preferably 2 days per week.

The site director noted that this combination of on-site support "is really what pushes the work forward.… It's having a group of people get together to talk about work—to look at student work in certain ways, ask questions—to study something together. That's where the community grows and that's how it builds and builds."

The structure of assigning teacher-consultants to schools 2 days a week allowed each teacher-consultant to work with two schools and still have 1 day a week (Fridays) for an all-day meeting attended by the site director and almost all of the involved teacher-consultants. This forum allowed the teacher-consultants to share ideas with each other and institutionalize a shared philosophy around their model of partnership work.

While this model provides a basic structure, there is ample room to adapt and improvise to meet school needs. In fact, the specifics of the work that happens within this structure is determined through the process of the teachers and the teacher-consultant working together.

The other NOP sites also reported having prior partnership experience; however, the nature of each site's relationship with schools varied considerably.

Only a few Local Writing Project sites had prior experience with grant-based partnership work.

As noted in Chapter 1, schools or districts typically initiate partnerships by contacting their Local Writing Project site and paying for professional development. We would expect schools to have a high degree of commitment to the partnership when they initiate and find funding for it. Grant-based partnership work, on the other hand, may be initiated by a Local Writing Project site that secures funding to conduct its work, sometimes in partnership with a local school district. In these cases, as part of the initiation process, Local Writing Project sites must work with schools to develop

goals for the partnership and generate interest in the professional development. This type of partnership resembles the WPD partnerships in that it is stimulated by funding that flows to the Local Writing Project site and not to the school or district.

Ten of the 14 Local Writing Project sites in the study had no recent experience with grant-based partnership work. Thus, they had limited recent experience managing a partnership similar to that stimulated through the WPD study. In one case, this lack of experience was evident when the Local Writing Project site director did not seem to understand the need to be actively involved in the partnership in order to develop relationships and build support among school leaders; moreover, she assigned teacher-consultants who may have had the skills to deliver professional development, but did not seem to have the skills to generate interest in professional development among teachers who had not sought out the partnership with the Local Writing Project site.

The context and capacities of the partnership schools and Local Writing Project sites affected the initial development of the partnership. We turn now to a discussion of partnership formation, including an examination of each party's motivation for forming a partnership as part of the WPD study, as well as the school's process of deciding to partner.

Partnership Initiation

To launch the WPD study, 14 Local Writing Project sites initiated relationships with 20 schools in summer 2007. Once approved to form a partnership in the fall of that year, the schools and Local Writing Project sites had the remainder of the school year to plan. In this section we examine both the schools' and Local Writing Project sites' motivations for forming a partnership as part of the WPD study, as well as the schools' processes for deciding to partner, and we then describe how these factors influenced the nature of the partnership at its initiation.

Schools agreed to form partnerships for a variety of reasons, including to improve test scores; however, some schools lacked a clear vision of partnering or knowledge of the expertise and resources available in their Local Writing Project site.

Accountability pressures not only affected teachers' participation in professional development, it motivated some schools to form the partnership in the first place. Some schools found a good fit between their accountability pressures and the resources that could be provided by the Local Writing Project site. These schools were motivated to take advantage of the Local Writing Project sites' services and often found a champion with the authority to support the partnership.

Other schools wanted to form a partnership because they valued the professional development and resources and viewed the Local Writing Project site as a solid source of support. A principal explained his decision to form a partnership, "If we're going to spend precious time on professional development it has to be through some tried and true method." A non-English/language arts teacher at the same school emphasized their need for the professional development and the external resources, "I don't know how we were chosen, but we need it. [We're] a poor area with little resources. We're a needy school and [are] glad to see resources coming here."

Other reasons schools identified for forming partnerships involved getting support for developing a school- or district-wide writing program, including curriculum development and alignment and assessment work. For example, at one school, the principal hoped to use the partnership to develop the English/language arts curriculum at the school, in part to address curriculum articulation across the grades. At another school, where a district administrator is the primary champion for the partnership, the district sought to develop a districtwide writing program and, more specifically, a writing manual.

Finally, some schools entered into the partnership without an understanding of what partnering would entail or of the expertise and resources available. For example, some school leaders did not have a vision for the partnership—or specific goals—but decided to participate at the urging of a trusted colleague. In other cases, the schools had goals, but were not sure how they fit with the capacities and expertise of the Local Writing Project site. For example, the school that wanted help rewriting their English/language arts curriculum was hopeful the Local Writing Project site would be a resource, but was unsure if that support could be included as part of the WPD partnership.

Although forming a partnership in the context of the WPD study may explain why some schools did not have a clear understanding of what a partnership would entail, the data from the NOP study shows that the absence of shared goals is not unique to the partnerships in the study. In fact, three of the five schools entered into the partnership without clear goals. One NOP that we visited was formed when the Local Writing Project site received a grant to build their capacity in a particular area and approached the school. Like some WPD partnership schools, the school had no prior relationship with the Local Writing Project site and did not have goals or expectations for the partnership. Another NOP began when the school principal sought input from his staff on how to spend Title I funds. Two staff members urged that the funds be spent with the Local Writing Project site. Eager to raise test scores, and swayed by the Local Writing Project site's positive reputation in the community, the principal agreed to the partnership.

Local Writing Project sites participated in the WPD study to work with different kinds of schools and develop partnership expertise.

Several Local Writing Project site directors opted to join the WPD study to work with a different type of school than those they typically serve. These Local Writing Project sites sought to work with high-need schools (i.e., those serving traditionally underserved students), rural schools, or schools in a new area or a particular district. A few site directors explained that the seed funding allowed the Local Writing Project site to launch partnerships with schools that would not have been able to afford working with them or it underwrote the establishment of the relationship with the school(s).

Other reasons for joining the study included expanding the range or type of professional development they offered, developing their capacity to do partnership work, and expanding their own network. For example, one site director, eager to build the Local Writing Project site's capacity, considered the opportunity provided by the WPD study as a way to "garner our resources and organize teacher-consultants and begin really moving past our [1-day conference] into other models of professional development." Another site director reported joining the partnership to help "revitalize" the Local Writing Project site.

Local Writing Project sites initiated partnerships through cold calls and tapping into existing relationships; at the schools, principals typically made the decision to form the partnership, often involving little or no consultation with teachers.

Local Writing Project sites involved in both WPD partnerships and NOPs reported that they typically (though not always) form organizational relationships with schools and districts by leveraging relationships with graduates of their programs or responding to queries. As a result, someone at the school or district believes that the Local Writing Project site is a good fit for their needs and is prepared to champion the partnership. As explained in Chapter 1, for the randomized trial we stipulated that Local Writing Project sites have "minimal or no" involvement in potential partnership schools at the start of the study so that schools could realistically function as controls. As a result of this study design, many Local Writing Projects recruited schools where they did not have a prior relationship or a champion for the partnership work.

Approximately six partnerships were launched when Local Writing Project sites made "cold calls" inviting schools to participate in the study and be randomly selected to partner (or delay partnering) with the Local Writing Project site. In these cases the Local Writing Project sites often selected schools based on the characteristics of their student populations or their location in a particular district or geographic area and did not know anyone at the school. About five Local Writing Project sites made "lukewarm calls" to schools they had some knowledge of (for example they had worked with another school in the district but not the school they recruited to join the study, or they had a relationship with an individual at the school or district office). Typically, these were professional relationships between people, not organizations. The remaining nine partnerships were initiated through prior relationships.

Because Local Writing Project sites recruited most schools over the summer, school administrators often made the decision to join the study without teachers' active participation (although in many schools, at least one teacher was consulted, and in at least one case, teachers had veto power). In many cases, when teachers learned about the partnership, they were neutral or open to the professional development. In other schools, teachers were less sanguine. In one school, the teachers' union representative contacted the district office about teachers' rights with regard to participation in the study (professional development and data collection). In another instance, the decision to form a partnership was pushed by a school-based teacher-consultant during a brief period between principals. The new principal and the assistant principal who authorized the partnership have neither blocked nor supported the partnership; instead they left leadership of the initiative to the teacher.

Summary

Partnerships are collaborative ventures between schools and Local Writing Project sites, and the context and capacity of each affects their joint work. At the inception of the WPD study, most partners did not know each other well, and some schools did not have clear goals for their work or buy-in among staff. Moreover, for some Local Writing Project sites, engaging in partnership work involved a learning curve because their prior experience with partnerships was limited. As a result, some Local Writing Project sites were involved in a new kind of work with a different type of school and often without a champion. How these organizations came together through the planning process is discussed next in Chapter 3.

CHAPTER 3
PLANNING AND SUPPORTING THE PARTNERSHIPS

Partnerships between schools and Local Writing Project sites typically begin with schools choosing to work with the Local Writing Project site and bringing resources to the table to support the work. In the context of this study, as described in Chapter 1, we established benchmarks against which to measure partnership implementation, including benchmarks for "co-designing" and "co-resourcing." We define a co-designed partnership as one in which both the Local Writing Project site and the school share an understanding of the goals and strategies for the partnership. A co-resourced partnership is one in which there is evidence, over multiple years, of a district or school leader's commitment to the partnership through the provision of resources (i.e., time and money).

As described in the previous chapter, the WPD sites' and schools' motivations for forming partnerships varied. While some schools had clear goals for their work with the Local Writing Project site, as well as familiarity with what the Local Writing Project site had to offer, other schools entered into the relationship without clear goals for what they hoped to accomplish and without much knowledge of the Local Writing Project. At the same time, Local Writing Project sites varied in their prior experience with school partnerships. In this chapter, we describe the range of ways that schools and Local Writing Project sites approached planning their work together. We also discuss the processes the schools and Local Writing Project sites used in 2008–09 to build knowledge of each other through formal and informal planning, as well as through initial professional development. We conclude with a discussion of the resources the schools brought to the partnership. As relevant, we note similarities and differences with NOP schools throughout the chapter.

Partnership Planning

Partnership planning involves both formal goal setting and plan development and informal processes that allow for planning to develop more organically. In some cases, schools and Local Writing Project sites worked together during the designated planning year (2007–08) to set goals and develop preliminary plans for the partnerships; however, by the end of 2007–08, eight schools and Local Writing Project sites had yet to develop a plan for the 2008–09 school year. In many cases, the two parties (schools and Local Writing Project sites) were still getting to know each other, and they used the 2008–09 year to further develop and adapt plans for the partnership as professional development commenced. In this section, we discuss how schools and Local Writing Project sites worked together to set and refine goals, and we describe participation and influence in the planning processes and the extent to which plans extended over time. We examine the role of relationship building in plan development and how relationships were undermined in some cases by principal turnover.

Planning processes and initiating work together often helped to develop and refine goals.

Planning processes that brought school and Local Writing Project staff together helped school staff understand what the Local Writing Project sites could offer while allowing site staff to understand school strengths and needs. One of the more developed planning processes occurred in one case where the principal had some clear goals for the work with the Local Writing Project site, and the Local Writing Project site requested that teachers be brought into the planning process as well. In this case, in addition to two leaders from the Local Writing Project site, the partnership planning committee included English/language arts, social studies, and science teachers, writing and reading

specialists, and an assistant principal. The planning committee met approximately once a month for four months. A leader from the Local Writing Project site attended every planning meeting, but did not run the meetings. Instead, the entire committee participated in what was "more of a round table discussion," explained one committee member. "It was as much them listening to what we said [as anything]. They were not telling us what we needed; nothing was dictated to us." Eventually, the committee created a needs assessment survey that they administered to all the teachers in the school. The survey included questions about the kinds of activities teachers could see themselves using in the classroom, the kind of workshops they would find most beneficial, and their willingness to attend a workshop. Over 90% of the staff completed the needs assessment survey. Through this process, the partners developed an initial plan for a semester course focused on the topics teachers prioritized; more teachers signed up for the course than could be accommodated.

In places where formal planning processes were less developed, schools learned about Local Writing Project capacities and Local Writing Project sites learned about school needs once they began work together. For example, an administrator at one school described how they did not enter the partnership with goals, but began to learn more about what the Local Writing Project site could offer as the professional development began:

> At the beginning, we didn't know what to expect, we didn't know what we were getting in to. We've learned to trust [the Local Writing Project site] more—it's showed us the strong connection between writing and other subjects.… [Now] we feel the more they [the students] write, the smarter they'll get.

In these cases, initial plans were often reconsidered or modified based on teacher input or developing school goals.

In a few instances, schools had goals that were fairly narrow and joint planning gave the Local Writing Project staff an opportunity to draw on their professional expertise and encourage broader goals. For example, in one school in which the goal was to increase teachers' capacity to teach writing in the content areas (and as a result improve student performance on state assessments), Local Writing Project staff stressed that professional development would focus on standards-based teaching that is appropriate in a high-stakes context but not more narrowly on "test prep." Over the course of working together, the school shifted its focus from test prep to improving students' reading and writing skills.

The NOPs also developed goals through joint work. For example, like the school described above, an NOP school's initial goal was to improve instruction in order to improve student performance in reading and writing; over time, the goal shifted to a focus on improving student writing to improve thinking and learning across the curriculum. In another case, a partnership was initiated with the goal of integrating writing throughout the curriculum; in the second year of the partnership, the goal evolved to focus on developing a schoolwide scope and sequence for writing instruction across the content areas. A third partnership also began without clear goals, but with an awareness on the part of the Local Writing Project site that the professional development model is basically an informal planning process, with the teacher-consultant making suggestions for where to take professional development and requesting teacher input.

Planning processes differed by who participated and who was influential.

Most partnerships began with formal planning processes in which Local Writing Project leaders (site directors and/or teacher-consultants) met with some combination of the principal, a district leader, a principal-delegate (e.g., an assistant principal or an instructional coach), and/or a school-based committee that included teachers. In many cases, representatives of the Local Writing Project site

together with a school or district administrator developed the basic plan for the partnership. Teachers often, but not always, had an opportunity to provide initial input by serving on the planning committee or responding to a survey.

Principals and district administrators had substantial influence over partnership plans because they are in a position to determine the time that is made available for partnership work. For example, they could decide whether teachers' planning time or district professional development days could be used for partnership professional development. Decisions about the time that would be made available also influenced who participated in the professional development and whether participation was voluntary or mandatory: another key design decision. Of course, in those places where principals were not committed to the partnership (typically because they inherited it), they did not allocate time for the work and that also had a strong influence on partnership development. Principals and district leaders varied in the extent to which they influenced the *content* of the professional plans—those with clear goals certainly helped to determine the content, while others left decisions about content and format up to teachers and the Local Writing Project site.

A common strategy for gathering input from teachers was to seek their feedback at the conclusion of each professional development event/activity. In many instances, this feedback helped to shape the content of the professional development and, in some cases, led to a shift in format. For example, when asked how they get and use teachers' input to plan professional development, a Local Writing Project site leader who had determined the basic structure of the professional development in consultation with a school administrator explained:

> [The development of the partnership] totally came out of what the teachers were telling us they wanted. And in the first visit, actually every visit, we have them end by writing down some notes about what we can do for them, what they want from us. And then we go back and review that and see what specific things we need to do now and then figure out what to do next. So, it's really directly evolved from teachers and what they have asked of us directly.

Later, this same administrator added,

> They are really interested and wanting more, and they're the ones that are leading this charge because they want more from us. It is something different; it's not the usual: let us tell you what you're going to do. When we ask questions, we then listen to the answers and do something with them.

Of course, Local Writing Project site staff were also highly influential in the planning process. Some had a basic structure in mind for the partnership based on prior experience. For example, a site leader with some prior partnership experience (though not a substantial amount) described the Local Writing Project site's partnership model in a way that attended to building school commitment and referenced a strategy for increasing participation:

> We have a really basic model. Really basic and loose. We go to the [school] site, get to know the site, talk with the teachers about what's going at the site, what their concerns are, work with the teachers to formulate some sort of a plan and then go from there. That usually involves a longer sort of institute in the beginning.… We try to get some kind of introductory, this is what it is and then we try to meet with them regularly if we can.….We always start with volunteers. As a matter of fact, we're pretty firm about that.… We find that if we start with a good corps of volunteers, the partnership goes much more smoothly because they bring in other people as people get excited about what's going on.… And then we meet with those teachers throughout the school year, we do some model lessons in their classroom, we offer smaller, shorter workshops to extend on the ideas we started [in the summer], we try to debrief with them, really work hard to develop a conversation about what's happening, what

> they're trying, what the issues are, and where they want to go next. And we organically build our professional development based on those issues and on those concerns. That's a basic model and then a follow-up at the end to figure out what to do for the next year.

In places where the Local Writing Project site had a basic model, the structure was typically adapted based on school goals and time available. Where schools lacked goals or active leadership of the partnership, the Local Writing Project sites still attempted to implement their basic plan, gathering input from teachers as they went.

However, as described in Chapter 2, many Local Writing Project sites chose to participate in the study in order to gain experience with school partnership work or to expand their work into new areas (e.g., new districts or geographic areas); thus, some had limited experience to draw on and others brought their own agenda to partnership planning. For example, in one case, the Local Writing Project site's initial motivation to participate in the study (to build capacity) contributed to the decision to offer a series of unconnected professional development activities involving different teacher-consultants.

Several partnerships suffered from miscommunication and/or differences in expectations regarding roles and who should participate in or lead the planning process. In some of these instances, planning stalled because both the school leader and the site director/lead teacher-consultant were waiting for the other to initiate contact regarding next steps. In others, differences in perceptions of the partnership planning process suggested insufficient ongoing communication. Much of the miscommunication and differences in perception seemed to be a result of each party being unsure of who should take the lead in shaping the partnership. For example, in one case, where both school and Local Writing Project site staff raised the issue of a mismatch in expectations regarding the planning process, the school expected the Local Writing Project site to provide more direction and propose a course of action. From the Local Writing Project site's perspective, they were generally satisfied with the process, which involved soliciting and listening to the input from the school after which they crafted a proposal that met the needs of the school but also remained faithful to National Writing Project principles regarding teaching authentic writing and teaching teachers to be writers.

Interestingly, none of the NOPs we studied began with a formal planning process that involved a committee of teachers, and there was variation in the extent to which principals or district officials were involved. In two instances, a Local Writing Project leader or teacher-consultant met with the principal to develop an overall plan for the partnership; in both cases, the specific content of the professional development was determined through teacher feedback (e.g., through evaluation forms at the end of each professional development event) and classroom observations that took place after partnership work began. In two other instances where principals were less involved in planning, the Local Writing Project teacher-consultants followed a model they used in the past and then sought teachers' input once they started work. In the fifth school, the principal was not involved in planning and no time was made available during the school day, so the teacher-consultant presented teachers with a menu of options for after-school workshops and allowed them to choose.

Most partnerships did not have highly specified plans; most were planning one year at a time, and many adjusted plans over the course of the year in response to school needs and developing relationships.

In part because schools were still learning about the Local Writing Project site and developing goals for their work together, school staff were often not thinking in specifics, nor were they thinking long term, about how to roll out the partnership work. Likewise, while nearly all Local Writing Project

sites had a general plan for approaching their work with partnership schools, few had a highly specified plan. In fact, many Local Writing Project site leaders believed that the specifics of partnership work should develop organically as the partners get to know each other and professional relationships develop.

As discussed above, the way the Local Writing Project sites approached planning often varied according to the extent of their prior partnership experience. For example, the teacher-consultant of one Local Writing Project site that had a more specified plan extending over 2 years noted:

> What we did was we took a model that we had already used with teachers, a model that had been successful, and our first year…we would build a foundation of good literacy practices, good writing practices; and then the next year we could take those writing practices, and teachers would be more comfortable, and we would lead them to some sort of action research where they would look at their own classroom and become the data creator, data collector, analysis.… That's what we were thinking we should do because we've had that model and it has been successful.

Though this Local Writing Project site brought a plan to the partnership, it was somewhat unspecified so that teachers could give input on it as the relationship between Local Writing Project site and the teachers developed. In fact, teacher-consultants followed the teachers' lead regarding what they wanted or needed while also inserting learning goals that they felt the teachers could benefit from. At the end of each session, the group spent time debriefing and talking about what they would like to do next. Teachers consistently reported that the Local Writing Project listened to and responded to their requests. As a teacher put it, the planning process "is all about making it what's going to work for us." This combination of leading with an overall plan but also allowing for teacher input seemed to be working well. Thus, the overall model is that the partnership will move forward but also remain flexible so that immediate needs and concerns can be addressed and the various stakeholders can have input in the partnership work.

This type of organic planning certainly exists outside of the WPD study as well. For example, while a Local Writing Project site involved in our NOP substudy had a clear goal—to support the development of a "writing intensive" school—and a fairly set format for the delivery of professional development (see Exhibit 7), the details were left open. As the site director explained:

> I don't know what it will look like, this writing intensive thing. But if I can get a number of people to think about what it means, it shifts and grows. So, I can't say this is where I want this school to be. It's about the journey there. It's more about the process than achieving. Questions that keep coming up. That's what inquiry's about.

In another NOP, where the formal planning happened between the teacher-consultant and the principal, they tended to plan semester by semester, giving them the flexibility to adapt the content and format based on teachers' feedback and observations of teachers' classrooms.

In some cases being responsive to teachers and deviating from the original plan created opportunities to establish credibility and build relationships. A teacher-consultant explained about a WPD partnership that changed course mid-year to respond to teachers' expressed needs: "That moment where we had to completely step back and punt was probably the best thing for the partnership." She added:

> The administration was really excited about us working with the seventh-grade English/language arts because that's where the writing test was. So that has been a huge catalyst for kind of motivating them to help us find ways to get in there. … Because of them going through those assessments, they [teachers] were like, 'We need this…we need it now.'…

> So we responded to that, and then we asked to branch out and meet with everyone because it's supposed to be a whole school partnership and negotiated with the administrators to get in on those team meetings.

Despite progress over the course of 2008–09, partnership plans rarely extended beyond the immediate school year. As a result, by spring 2009, few partnerships had clear plans for 2009–10 though many had some rough ideas and some were starting to plan.

Many, but not all, Local Writing Project sites focused strategically on building relationships with teachers and school and district administrators.

To ensure that relationships between Local Writing Project sites and schools developed into partnerships that extend over time, many Local Writing Project site leaders focused on laying the foundation for a longer-term relationship to develop. As one Local Writing Project site director explained, "Personal connections are…very, very important as you develop any kind of sustained relationship." Based on this understanding, the Local Writing Project site director asked that the school form a committee to plan the partnership to help ensure that the needs of teachers were being heard and to gain the teachers' trust. This is also a partnership in which regular teacher feedback was solicited and teacher-consultants remained consistent over time. The strategic focus on relationship building seemed to be successful in that teachers were starting to trust the Local Writing Project staff and had confidence in their professional expertise.

In another instance, the Local Writing Project site found itself working with a group of teachers who did not perceive a need for help with writing instruction. In response to this situation, the Local Writing Project site focused initially on building trust—both between themselves and the teachers and among the teachers—to establish a foundation for deeper work the following year. Local Writing Project site staff approached teachers who were reluctant to participate by framing the professional development as a "gift" to enhance their teaching rather than to improve or fix anything they are currently doing. As the lead teacher-consultant explained:

> When I came on board, coming from the classroom, I could say, "This is an amazing opportunity, you're already doing a great job, but how often does inservice come to you like this? Where can we go from here?" We've been very conscious of not saying how to make your writing instruction better. We don't use those words. We've had a lot of conversations about how to talk to them. ... We wanted it to seem like a gift.

In fact, Local Writing Project teacher-consultants arranged for teachers to go on a trip together to observe an accomplished teacher, and they provided each teacher with a gift bag. As the teacher-consultant explained, "Teachers are never given the gift of books and time and resources." She added that the Local Writing Project site thought it might take more than a year to see teachers' showing enthusiasm, but reported that they were starting to see a change within the first year.

A teacher-consultant working with a NOP school was similarly focused on developing relationships with teachers. She explained:

> When you first enter a school...it's very tricky because you're a stranger in a culture that's established and you're supposed to ingratiate yourself and make the teachers like you...and listen to what you have to say...so last year my goal was to get the teachers to work with me...because they felt they knew everything already—and they knew a lot...but to see that there's more to know and that they can do a better job if they talk to me...and that if I go into their classrooms, I'm not going to take authority from them. I'm going to be their assistant.

In addition to building relationships with teachers and gaining their trust, many Local Writing Project staff members were strategic in focusing on school and district leaders. For example, in one

school, a district leader had championed the partnership with the Local Writing Project site, and the Local Writing Project site director was purposeful in tending to their relationship. In another case, prior partnership experience led a site director to be aware of the need to nurture his relationship with school principals, and as a result he kept them apprised of partnership progress regardless of the individual principal's involvement or leadership in the partnership. We observed similar attention to school leaders at some, but not all, of the NOP sites. In one school, where by all accounts the principal is a passive school leader, the teacher-consultant initiated regular meetings with him to ensure his ongoing support for the partnership. Interestingly, in two NOP schools where the principals were only minimally involved in partnership planning, teacher-consultants made strategic decisions to target specific teachers-leaders when they launched the professional development. The idea was that if they could recruit these influential teachers to participate, others might follow their lead.

Some Local Writing Project sites were less strategic about relationship building. For example, to give many teacher-consultants the opportunity to participate in partnership work, one Local Writing Project site elected not to have a consistent teacher-consultant or pair of teacher-consultants delivering the bulk of the professional development—a strategy that appears to have limited the development of professional relationships. Another Local Writing Project site did not have capacity to have a consistent teacher-consultant at the partnership school; as a result, they sent whichever teacher-consultant was available on the given demonstration or workshop days. In another school in which the initial planning process had been very inclusive, key school and district stakeholders reported feeling excluded from planning and decision making as the partnership evolved, undermining their support for the partnership.

Because Local Writing Project sites often took the time to develop relationships and allow plans to develop organically, the 2008–09 school year (technically the first year of partnership implementation) tended to involve a substantial amount of ongoing planning in the context of beginning work. In schools that experienced changes in leadership, developing relationships that enabled co-planning of the partnership took even more time.

In several schools, principal turnover limited plan development and relationship building.

In Chapter 2, we noted that eight schools had experienced a leadership transition since agreeing to form a partnership and participate in the study. Six of the new principals started after the initial planning year; in these cases, much of the progress made in that initial planning year was lost. For example, at one school, a change in administration between the planning year and the first year of implementation caused much of the planning to be pushed into what should have been the first year of implementation (2008–09). In some of these schools, work with the Local Writing Project site remained in flux, with no clear goals. For example, at three schools, interim principals were appointed for 2008–09, and partnership planning continued to be stalled at the end of the school year; Local Writing Project staff anticipated needing to start the planning process again with new principals in 2009–10. Of course, principal turnover is part of the reality of working with schools. Among the NOP schools we visited where there had been a change in leadership after the first year of partnership implementation, we also observed a shift in priorities and a drop in the level of commitment to the Local Writing Project work.

When the school champion for a partnership was a teacher, his or her departure could also destabilize the partnership or at least slow the planning. At one school experiencing a transition in principals, the primary champion for the partnership was a teacher who may leave the school next year for another school in the district. Although she would like to stay involved as a teacher-

consultant, the school will lack a school-based champion for the partnership. At another school, the teacher who advocated for establishing the partnership in the first place took a one-year leave of absence from the school leaving it without a champion) prior to the first year of partnership implementation.

Supporting the Partnerships

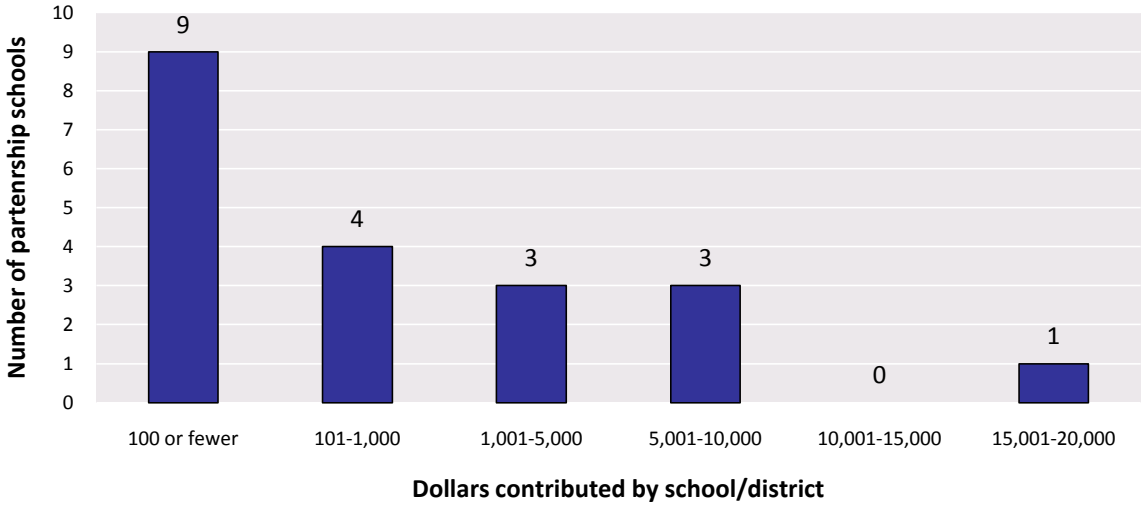
Because schools that partner with a Local Writing Project site typically pay for their teachers' professional development, they show their commitment to the work by contributing both time and money. In the WPD context, there is also an expectation that schools "co-resource" the partnership to demonstrate their ongoing commitment. Across the partnership schools, the ways in which schools and districts supported the work with the Local Writing Project site varied fairly dramatically. Some schools (or their districts) contributed substantial funds, while others spent none. Likewise, some schools made time available during the school day or allocated professional development days for Local Writing Project work, while others gave no time. Finally, several districts dedicated some district staff time to the partnership. This support ranged from handling logistics to dedicating specialists for follow-up work with teachers. Here we describe school and district support for the partnership; we focus specifically on funding and time.

School and district administrators contributed varying amounts of funding to the partnership, though nearly half of the schools contributed less than $100.

Schools or districts contributed funds to pay for substitutes to provide release time for teachers, for conference registration fees, and for course tuition. Some provided teachers with stipends for attending professional development. Schools also sometimes paid relatively modest amounts for supplies, including books for teachers to participate in a book study, and for classroom materials that teachers requested to implement Local Writing Project strategies.

Financial data that SRI collects annually from Local Writing Project site directors indicates that there was wide variation in the amount that schools and districts have been contributing to the partnership, though nearly half of the schools contributed virtually no funds (less than $100) (see Exhibit 8).

Exhibit 8
School and District Financial Support for Partnership Work



Source: Quarterly Partnership Monitoring

Those schools and districts that were spending the most tended to be using the funds to pay for substitutes to release teachers and for teacher stipends. The four schools/districts that contributed the most (i.e., over $5,000) were also at the high end of the distribution (among the top five) for total amount spent on substitutes and stipends. Among the lower-level contributors, there was not a clear pattern in terms of money spent on substitutes and stipends (indicating that Local Writing Project sites are paying for these partnership expenses if they are used in the partnership). However, five of the seven lowest-contributing schools ($20 or less) had principals who inherited the partnership, another possible indication of their lackluster commitment.

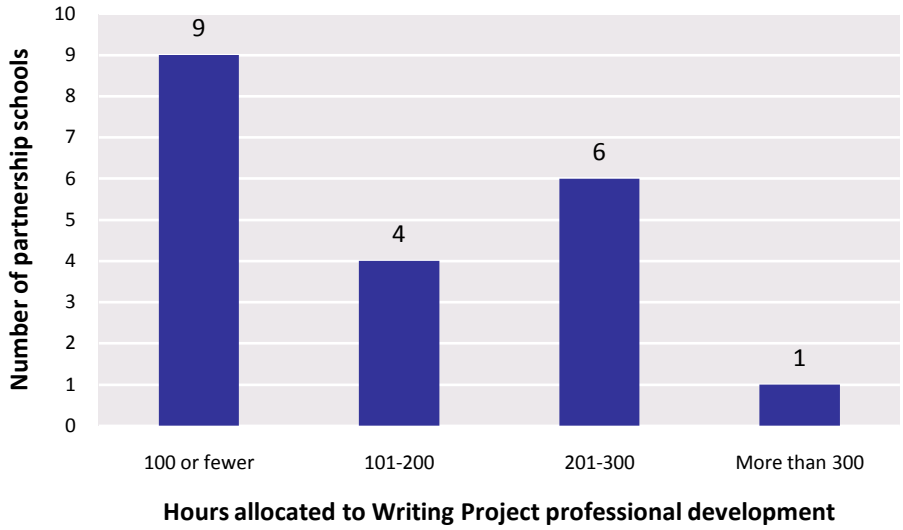
In a few instances, schools entered into the partnership without clarity about the fact that the Local Writing Project site receives the WPD grants funds to support partnership work. In one case, the principal thought the school would get reimbursed by the grant for everything they purchased for the partnership. As he explained, "The struggle is we're not sure who controls the grant money. I need some answers before we start asking teachers to do any more. I told [the Assistant Principal] on Friday that I want a full accounting. It seems really open-ended." Over the course of the year, the partners did little, if anything, to come to an understanding. To complicate things, in light of budget cuts, one of the teacher-consultants did not think the school should have to contribute any money to the partnership. At another school, some teachers viewed the partnership funding as money available from the Local Writing Project site for specific initiatives. For example, the English/language arts chair asked for money to start a literary magazine, and another teacher mentioned asking for a white board to use as part of the science inquiry work. Interestingly, those schools in which leaders or teachers were confused about the WPD study grants were not necessarily among the lower contributors.

The amount that NOP schools contributed to the partnerships also varied. With the exception of one of the NOP schools that was supported by a Local Writing Project site-initiated grant, all of the NOP schools contributed funds to support the partnerships. In 2008–09, two schools contributed substantially more than any school in the WPD study, one contributed slightly less than the highest contributing WPD school (approximately $15,000), and the fourth contributed approximately $8000 (well above the mean and median for the WPD schools). In at least one case, where the partnership was in its third year, the amount of the school's contribution changed each year. In other cases, the school's contribution was fairly consistent over time.

The amount of time schools and district made available for Local Writing Project work also varied across the partnership schools.

Because Local Writing Project sites receive grants to support the WPD partnership work, it is possible for the Local Writing Project sites to provide professional development free of charge. As a result, in many instances, school and district support for the partnership involved allocating time within the contract day and/or dedicating district professional development days for partnership work. The amount of time made available for Local Writing Project work within the school day or on school or district professional development days ranged from none to 4 full professional development days; whether 4 days of professional development adds up to a large amount of total time depends on the number of teachers who participate. In some cases, teachers also donated their time—that is, they went to partnership-sponsored professional development on their own time without receiving a stipend. Exhibit 9 presents the total number of contact hours that a school, district, or individual teacher contributed to partnership work.

Exhibit 9
Time Partnership Schools Allocated to Partnership Professional Development



Note: Time allocated by schools and districts includes teachers' planning time, school/district professional development days, and time volunteered/donated by teachers.
Source: Quarterly Partnership Monitoring

Of the 13 schools that contributed $1,000 or less to the partnership in 2008–09, 6 were also among the schools contributing 100 or fewer hours to the partnership. However, the schools that contributed the least time are not necessarily those who contributed least overall. For example, at two schools where the school contributed no time to the partnership, they did contribute for teacher stipends, as well as for course fees, and their teachers put in more school-supported *stipended* time than teachers at any other schools.

Some WPD schools contributed little time to partnership work because other school initiatives competed for the same limited time. In one school, mandatory participation in professional development associated with a schoolwide reading program limited teachers' availability for partnership activities. In this case, the Local Writing Project site was working to make connections between the partnership and the other program.

The time NOP schools made available for partnership work also varied. Two schools made no time available during the school day (though teachers received stipends to participate in after-school courses); in both cases, the lack of time during the school day appears to have limited the development of the partnership beyond the relatively small group of teachers who were willing and able to stay after school. (Interestingly, in one of these schools, the fact that only a small group of teachers participated led the principal to conclude that spending scarce resources on the partnership no longer made sense.) In the three other NOP schools, the teacher-consultant worked with teachers during their planning periods; in two of these schools, the school leaders also made designated professional development days available for whole-school professional development.

Summary

Two years into working together, the WPD partnership schools and Local Writing Project sites' approach to the planning processes and the extent of long-term planning varied widely. In many instances, WPD partnership schools and Local Writing Project sites were just beginning to form the professional relationships that would facilitate the development of shared goals.

While some WPD partnerships had formal planning processes, in many cases planning was more informal and organic, involving feedback loops and co-design in the context of professional development. In some of these cases, initial professional development events provided Local Writing Project sites and schools with critical information about each other that led to changes in initial partnership plans. Moreover, while many partnerships had year-long plans, making adjustments to the plan and defining specifics as they worked together was an accepted part of the process. We note that partnership planning also developed organically and through joint work in several of the NOPs we studied.

In a handful of cases, WPD partnership schools lacked leadership for the partnership (typically due to principal turnover) and still did not have goals for the work. These schools were not functioning as emerging partnerships—they were not developing relationships with Local Writing Project staff, nor were they engaged in ongoing meaningful planning.

School support for the partnership (in terms of both funding and time) varied dramatically. The fact that some schools contributed little of either is important to the extent that supporting the partnership by contributing funding and/or time is indicative of the level of school commitment to the work. In general, the NOP schools did not contribute less time (as they did money) than the WPD schools.

CHAPTER 4

PARTICIPATION IN WRITING PROFESSIONAL DEVELOPMENT

This chapter compares partnership and delayed partnership schools in terms of teacher participation in writing professional development and the amount of writing professional development that participating teachers received.[8] Then, echoing the preceding chapters, we illustrate how the variation in schools, Local Writing Project sites, and planning led to diverse opportunities for teachers to participate in writing professional development. The central findings are that (1) teachers in partnership schools were more likely than teachers in delayed partnership schools to receive at least some professional development in writing and that (2) the average teacher in partnership schools received more professional development than the average teacher in the delayed partnership schools. These average differences belie substantial variation across and within partnership schools in the proportion of teachers who received professional development and in the amount of professional development participating teachers received.

Framing the data on participation is the definition of "partnerships" as established by the initial focus group of site directors convened to help SRI define partnership work for this study. That focus group agreed that each year partnerships have a critical mass of teachers (35%–100%) participating, with at least 35% receiving 30 or more hours of partnership professional development. Thus, our goal is to compare data from the first year of partnership professional development to these levels of participation.

Participation Rates and Partnerships' Recruitment Strategies

As a condition for participating in the study, delayed partnership schools were prohibited from seeking new professional development in writing, and teachers in delayed partnership schools were prohibited from participating in Local Writing Project professional development. However, delayed partnership schools were allowed to continue existing initiatives in writing and to respond to district or state mandates for writing professional development; moreover, individual teachers were allowed to participate in writing professional development provided by sources other than the Local Writing Project. In other words, delayed partnership schools could continue with business as usual, while partnership schools began new work with the Local Writing Project site. As a result, some teachers in delayed partnership schools may receive professional development in writing in each year of the study.

Participation rates in writing professional development were higher in partnership than delayed partnership schools.

Teachers in partnership schools were more likely to participate in writing professional development (from Local Writing Project sites and other sources) than teachers in delayed partnership schools. Exhibit 10 shows that for both all certified staff and English/language arts (ELA) teachers, the percentage of participants in writing professional development was over 30 percentage points higher for partnership schools compared to delayed partnership schools.[9]

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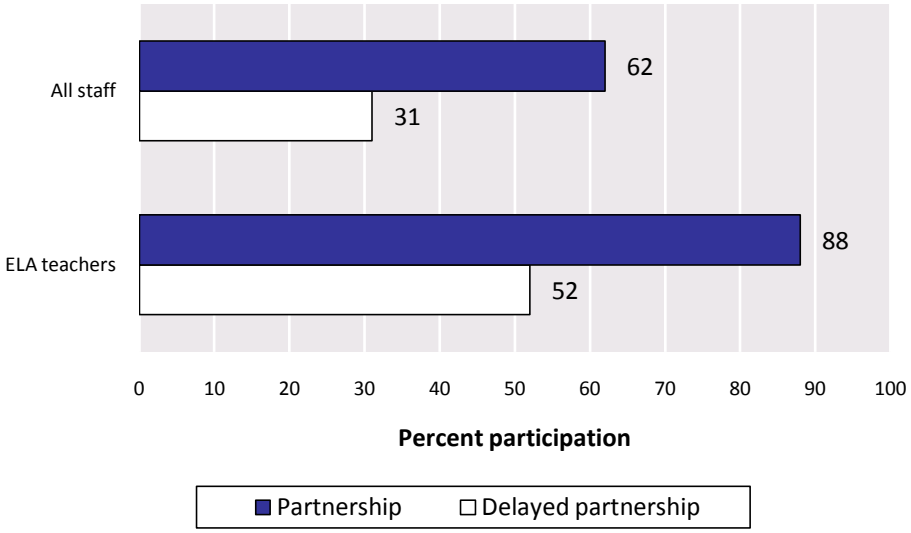
[8] Unless otherwise noted, all reported differences between teachers in partnership and delayed partnership schools are statistically significant.

[9] This report uses specific language in reporting the respondents to each survey question. We administered the "Teacher Survey" to all certified staff in the school. This included administrators (other than the principal), instructional coaches, and potentially librarians or other employees if they held credentials that enabled them to

Exhibit 10
Percentage of Staff Participating in Writing Professional Development



Source: WPD Teacher Survey

Participation rates in partnership professional development varied across partnership schools, with all staff participating in some schools and less than 10% participating in other schools.

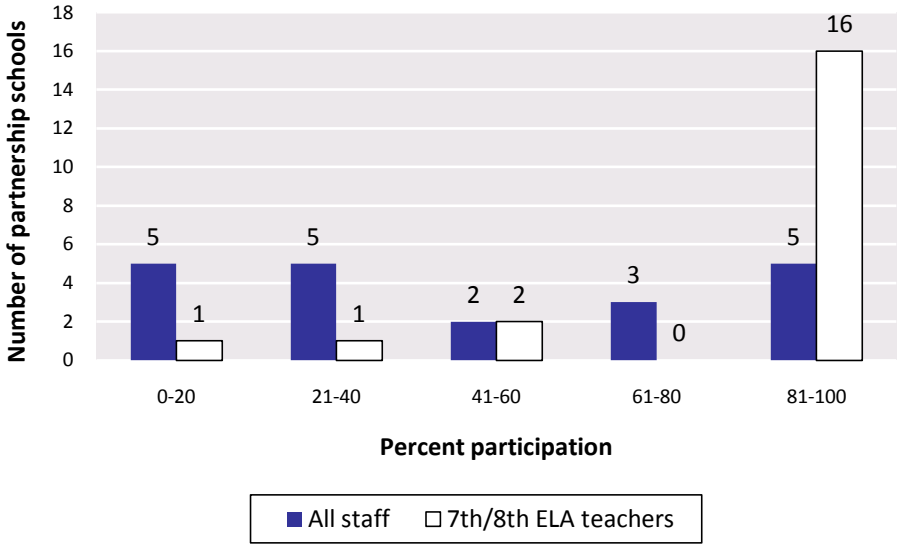
We now narrow our focus to look at the range of rates of participating in at least one partnership event in partnership schools. The average rate of participation in partnership professional development across partnership schools was 43% for all staff and 79% for seventh- and eighth-grade ELA teachers,[10] but the mean participation rates mask substantial variation in the percentage of teachers who participated in partnership professional development (see Exhibit 11).[11]

provide instruction to students. The vast majority of eligible staff are teachers. We use the phrase "staff" when describing responses to questions that all credentialed staff answered. Some questions, however, only applied to classroom teachers. Examples of these are questions about classroom instruction. In reporting on these questions, we use the term "all teachers" to describe the respondents.

[10] Data from the survey includes in the definition of ELA teachers all teachers who report teaching any language arts classes. Because the samples of partnership and delayed partnership schools are similar, this definition is appropriate for comparisons across treatment group. However, within the partnership schools, there is substantial variation in grade span (as was explained in Chapter 2). To make appropriate comparisons of ELA teachers across the partnership schools, we examine only the seventh- and eighth-grade ELA teachers. Where we describe solely seventh- and eighth-grade ELA teachers, we state that explicitly.

[11] The proportion of staff participating in professional development is calculated using data from two sources. Each Local Writing Project site keeps track of attendance at every professional development event they sponsor. The participants in these events who are on staff in the partnership school (including teachers, instructional coaches, administrators) form the numerator in calculating the proportion. The total number of certificated staff at the school, as reported in a roster collected during the spring of each data collection year, forms the denominator. Like the participant count, this includes administrators, coaches, and other certificated staff in addition to teachers.

Exhibit 11
Percentage of Staff within Partnership Schools Participating in Partnership Professional Development



Source: Quarterly Partnership Monitoring

When considering the whole staff (including teachers and administrators), participation in partnership professional development varied substantially. At two schools, 9% of the certificated staff participated in the professional development. At the other end of the spectrum, in two schools, 100% of the certificated staff participated in at least some professional development offered by the Local Writing Project site. In 19 of the 20 partnerships, the rate of participation for seventh- and eighth-grade ELA teachers was higher than the rate of participation for all staff. In fact, in 15 of the partnerships, 100% of the seventh- and eighth-grade ELA teachers participated in at least one partnership event.

Although we do not have data on the range of participation rates in all Local Writing Project partnerships outside of our study, in our NOP substudy, partnerships also had varied participation rates. In one NOP, participation rates varied across years but fewer than 20% of the staff participated in 2008–09, a level below our definition of a "critical mass" of participating teachers. In other NOPs that we visited or learned about through interviews, participation rates frequently exceeded our 35% benchmark, except when the partnership work focused on a subset of teachers such as ELA teachers.

Partnerships employed divergent strategies for recruiting participants, reflecting beliefs about effective professional development and logistical considerations.

One key decision point in many partnerships that affected participation levels was whether participation should be voluntary, mandatory, or some combination of the two. Existing literature on professional development suggests that potential benefits can be derived from both strategies. On the one hand, Garet et al. (1999) document the importance of collective participation for supporting teachers' implementation of new practices, suggesting that requiring all teachers to attend may be an appropriate strategy. On the other hand, the literature on communities of practice (Lieberman & Wood, 2004; Wenger, McDermott, & Snyder, 2002) supports the notion that

communities need to offer multiple points of entry, suggesting that requiring all participants to attend the same events might not be the best approach.

The decision to make participation in partnership professional development events voluntary or mandatory was part of a broader decision on how to recruit for or target professional development offerings and how to resource the partnership. In some partnerships all events were "voluntary," while in others all events were "mandatory" (aside from the ISI or other events open to teachers outside of the partnership school). Some partnerships, where we label the participation strategy as "mixed," required all teachers to attend at least one event but also had voluntary events offered for teachers at the partnership school. Finally, in several partnerships participation in partnership professional development was generally "restricted" to a specific group of teachers (i.e., the scheduling or explicit restrictions on participation made it impossible for specific teachers to attend). Exhibit 12 shows the number of partnerships using each of these recruitment strategies. [12]

Exhibit 12
Nature of Recruitment into Partnership Professional Development

Participation	Number of Partnerships
Voluntary	7
Mandatory	5
Mixed	4
Mandatory and Restricted	4

Source: Quarterly Partnership Monitoring, Interviews

Seven partnerships had solely voluntary participation. Leaders of these partnerships held that voluntary participation was critical for successful professional development and was consistent with long-held Local Writing Project practices. A Local Writing Project site director leading two partnerships with voluntary participation explained the importance of that recruitment strategy:

> I'm not going to support [mandatory participation]. I'm not going to require that. I don't want people who feel forced into an in-service program. … My feeling would be, assuming that the group we work with really buys in to some things this fall, they talk to their colleagues, and then they start to work with them. For all we know it could lead to peer interaction; peer modeling of instructional strategies. We're just not sure.

Partnership leaders hoped that participation in the partnership would spread over time when participation in professional development was voluntary. A teacher-consultant working with a NOP school characterized this approach to recruitment as "kind of viral."

In some partnerships, the Local Writing Project site was not given access to teachers during the contract day. Because these schools did not "co-resource" the partnership through teacher time during the day, it was impossible for the partnership to require the entire staff's attendance at even one event.

In contrast, five partnerships had mandatory participation in all partnership events (though participation in the ISI and other Local Writing Project site-based events was still voluntary). Requiring participation from all staff members gave Local Writing Project sites an opportunity to build general awareness of their presence at the school, advertise more in-depth professional

[12] In one partnership where participation was officially "mandatory," about 50% of the staff did not attend any professional development because of administrator turnover and scheduling conflicts.

development opportunities, and build a collective understanding of the content covered in required events. In one such partnership, the teacher-consultant explained the recruitment strategy saying, "[Teachers] can only get out of it [if there is] some kind of serious thing, like they are in the hospital. … [The principal] tells them be there!" One teacher, a veteran of more than 20 years who taught a subject other than ELA, described himself as initially "kind of reticent" to participate in professional development; but through participating he came to understand that "the kids need to learn to read and write better. I've taught [a non-ELA subject] and am more of a lecturer in my heart. I have had a hard time getting the kids to read… [But when the teacher-consultant came], she proposed some stuff, got our input, and it made sense that these ideas might help the kids."

All of the professional development that was mandatory happened during the contract day—during staff meeting time or designated professional development time. In some cases, the scheduling may have been an important determinant in the decision to make participation mandatory. When principals gave the partnership time designated for professional development, it may have followed naturally to require staff to attend.

Four partnerships (all of which required the participation of at least some ELA teachers) excluded all or most non-ELA teachers from attending professional development events either by explicitly restricting participation or by scheduling professional development at times when only ELA teachers could attend (e.g., holding events only during staff development days while teachers in other departments were required to attend other professional development). For the target group of teachers, participation was mandatory. In these partnerships, the professional development was tailored specifically to the needs of the group of teachers who attended. In these cases, the partnership focused more at the department level than at the school level, though at least one principal mentioned potentially expanding the partnership in future years.

Four partnerships used a mixed recruitment strategy. In two Local Writing Project sites, most partnership work was voluntary, but there was one hour of required schoolwide professional development during a staff meeting. This gave the Local Writing Project site a chance to ensure that all teachers were aware of the partnership, but to have the substantive learning opportunities be voluntary. In the two other schools with mixed participation, the mandatory programming was more substantial. In one of these schools, the partnership started with voluntary events, but then the school's instructional coach contacted the Local Writing Project site to request professional development related to a new state test. The resulting work, a workshop series where all teachers attended at least one workshop, provided all teachers the opportunity to develop some shared understandings.

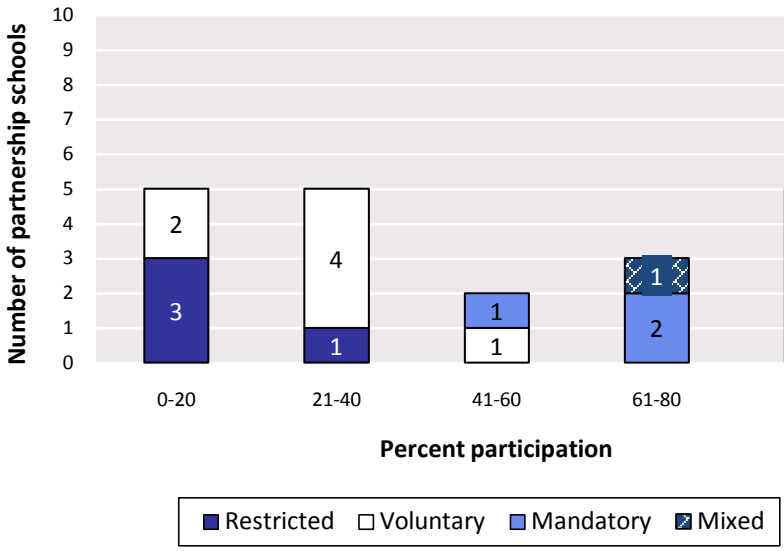
The NOP partnerships we visited also varied in participation strategies. Of the five NOP we visited, two had voluntary participation, two had mixed participation, and the fifth partnership started with restricted participation and expanded over 3 years to schoolwide mandatory participation. The two partnerships with exclusively voluntary participation involved schools that did not make time available during the contract day.

The choice of recruitment strategy influenced participation rates.

The recruitment strategy strongly influenced the proportion of certificated staff participating in professional development. By definition, partnership that had any events that were mandatory for the entire school—partnerships with mandatory or mixed participation—had the highest levels of participation. For those with voluntary participation there was greater variation, based on the partnerships' ability to generate interest among teachers and find times to meet when teachers could attend. The latter point was a challenge for some of these partnerships that, as mentioned above,

were unable to make time during the contract day and thus were confined to after-school, weekend, or summer events that conflicted with other commitments for some teachers. Finally, partnerships with restricted participation (i.e., those that essentially confined their work to a department) had the lowest participation rates (see Exhibit 13). The relationship between recruitment strategy and participation rates was the same in the NOP schools we visited.

Exhibit 13
Relationship Between Partnership Recruitment Strategy and Staff Participation Rates



Source: Quarterly Partnership Monitoring

Because 15 of the 20 partnership schools had 100% of seventh- and eighth-grade ELA teachers participating in at least some professional development, the recruitment strategy did not have much of an effect on the participation of seventh- and eighth-grade ELA teachers. When participation was restricted, it was likely restricted to ELA teachers only, and when participation was voluntary, ELA teachers were more likely than staff to participate (except in one school where ELA participation rates were lower than participation rates for the staff as a whole).

Duration of Professional Development

The amount of professional development teachers receive is a well-documented predictor of changes in teacher practice (Birman et al., 2000; Garet et al., 1999). Little research, however, has attempted to quantify the amount of professional development necessary to support changes in teacher practice, likely because of the range of factors related to the effects of professional development (e.g., the differences in prior knowledge and skills that teachers bring into professional development, differences in the nature of professional development events, and differences in the contexts in which teachers implement what they learn in professional development). [13] As mentioned in the introduction to this chapter, at the outset of the study we convened a focus group of site directors to address this question among others in the definition of a partnership. The consensus

[13] Supovitz and Turner's (2000) study of professional development in science found no significant differences in teachers' reported used of inquiry-oriented practices unless teachers had received at least 80 hours of professional development; additionally there were no significant differences in investigative classroom culture unless teachers had received at least 160 hours of professional development. This evidence from a single study, not focused on writing, supports the logic that more effective professional development is better.

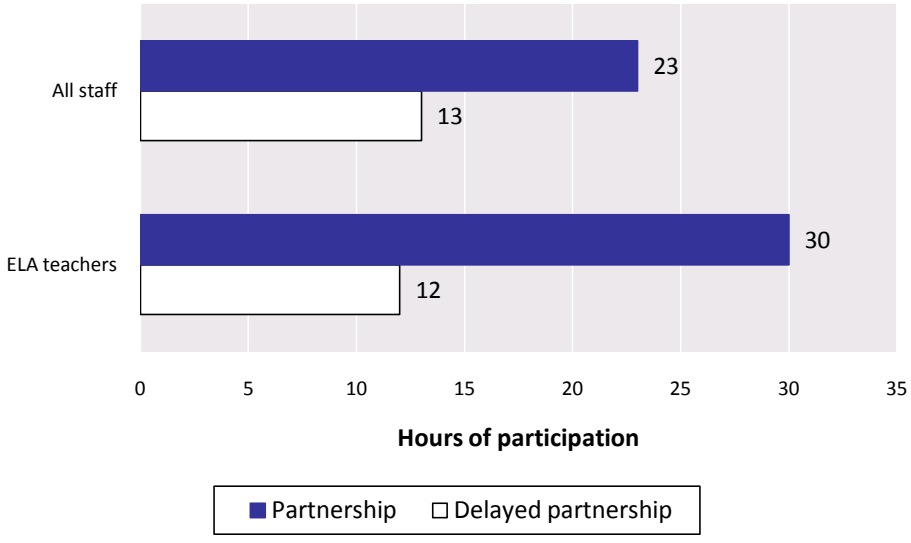
among that group was that 30 hours was a reasonable minimum dosage, so we use that as a benchmark here.

In this section we compare the amount of writing professional development received by all credentialed staff members (referred to in this section as "staff") and ELA teachers in partnership and delayed partnership schools. In interpreting these data, it is important to recognize that these include professional development offered by Local Writing Project sites (for partnership schools) and other sources (for all schools). We then discuss the variation in the duration of professional development provided across and within partnerships.

Staff in partnership schools received more professional development in writing than staff in delayed partnership schools.

When we examine the amount of professional development received by staff in partnership schools compared to staff in delayed partnership schools, the results show that the staff and average ELA teacher in partnership schools participated in significantly more professional development (12.8 hours and 24.5 hours, respectively) than their counterparts in delayed partnership schools (4.2 hours for all teachers and 6.0 hours for ELA teachers, respectively). More staff in delayed partnership schools got no writing professional development at all which reduces the overall average. We also report on the amount of professional development received by all staff and ELA teachers who participated in at least some professional development in writing. As Exhibit 14 shows, among staff members who received professional development in writing, the average staff member and the average ELA teacher received more writing professional development in partnership schools than in delayed partnership schools.

Exhibit 14
Average Duration of Writing Professional Development for Participating Staff

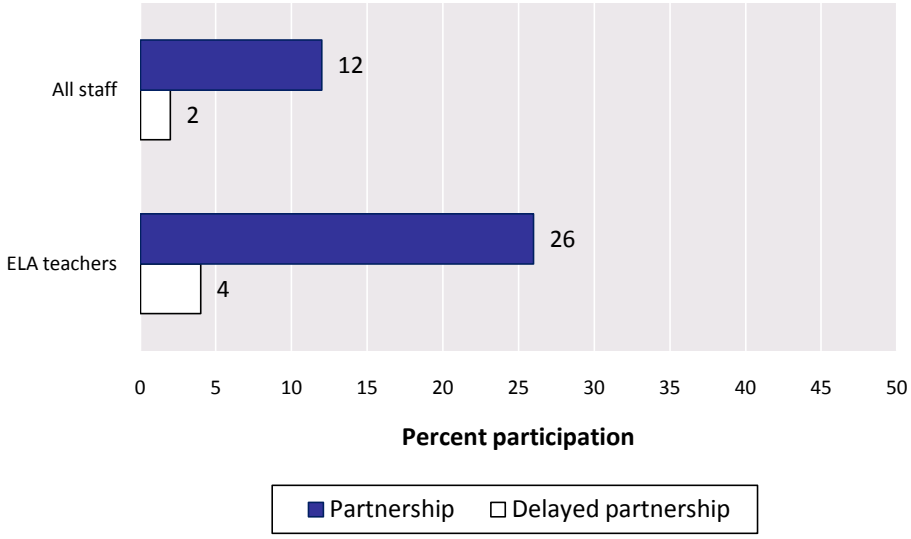


Source: WPD Teacher Survey

For staff as a whole, the difference between the amount of professional development received in partnership and delayed partnership schools was about 10 hours over the year. The average ELA teacher in partnership schools received about 18 hours more professional development in writing than the average ELA teacher in delayed partnership schools.

Additionally, we compared the percentage of staff and ELA teachers who received 30 or more hours of writing professional development in partnership and delayed partnership schools. A higher percentage of staff and ELA teachers in partnership schools met the benchmark of receiving 30 or more hours of writing professional development (see Exhibit 15).

Exhibit 15
Percentage of Staff Receiving 30 or More Hours of Writing Professional Development



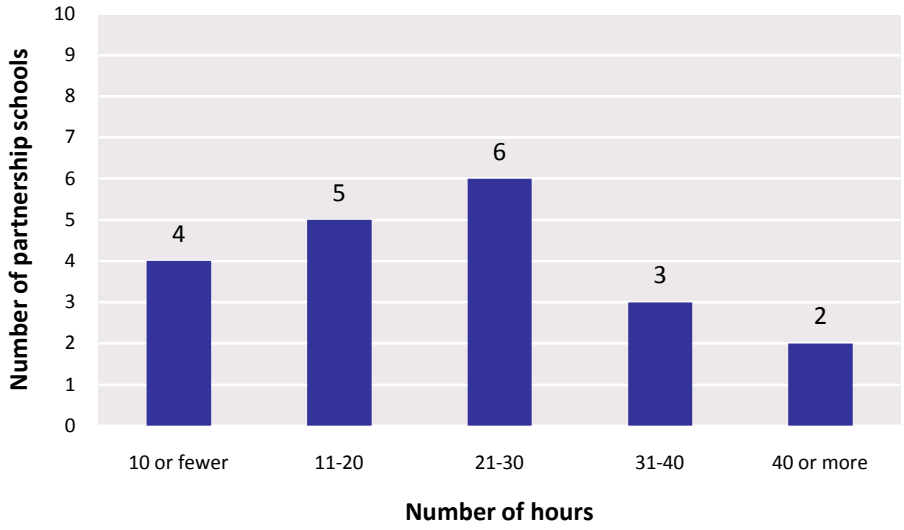
Source: WPD Teacher Survey

These data show that in the absence of partnerships, a very low percentage of staff (2%) participated in 30 or more hours of writing professional development, while in partnership schools the rate is higher (12%). Likewise, in delayed partnership schools only 4% of ELA teachers participated in 30 or more hours of writing professional development, while in partnership schools 26% of ELA teachers received at least 30 hours. To the extent that higher levels of professional development are important for supporting changes in teacher practice, this difference could be important.

Partnerships varied in the amount of professional development they delivered, but most offered 30 or more hours of professional development to a relatively small proportion of staff.

Focusing specifically on partnerships, we found wide variation in the average amount of partnership professional development the average participant received, with some providing substantially more and others much less than the overall average of 17.8 hours (see Exhibit 16).

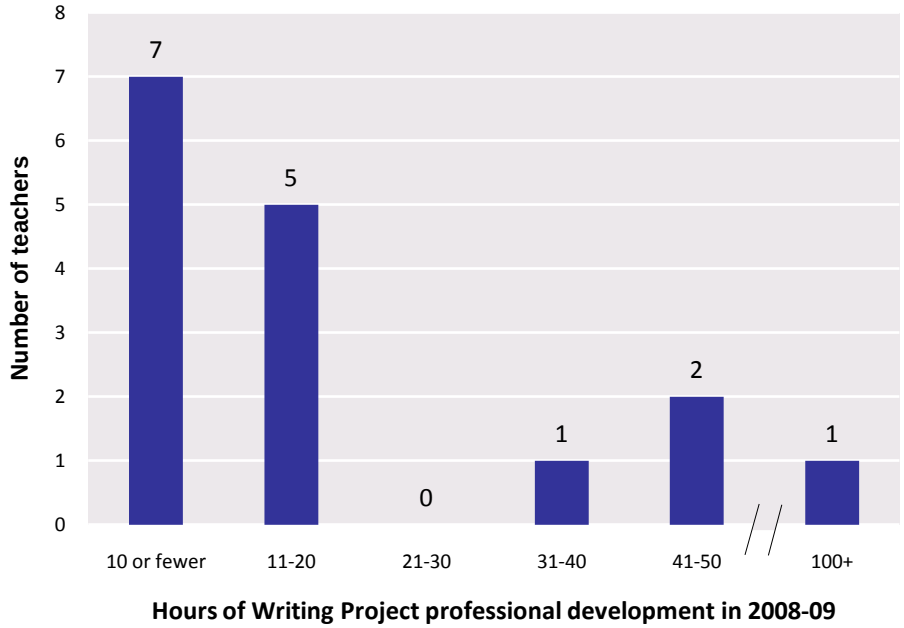
Exhibit 16
School Average Duration of Participants' Partnership Professional Development



Source: Quarterly Partnership Monitoring

In addition to the variation across partnerships, there was also variation within partnerships in the amount of professional development received. Exhibit 17 shows the variation in duration of partnership professional development received by participants in a school where 25% of staff participated in partnership professional development and the average teacher received about 21 hours of professional development.

Exhibit 17
Variation in Amount of Partnership Professional Development Within One Partnership School

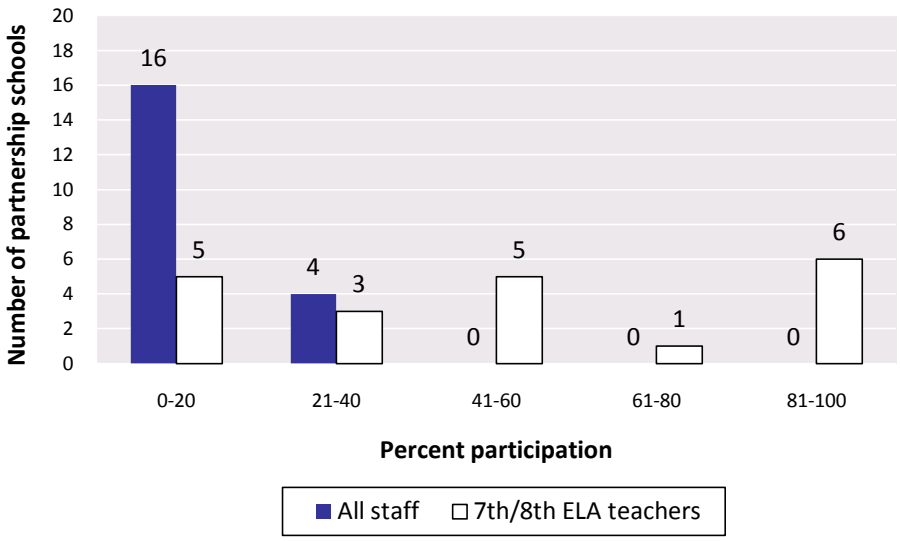


Source: Quarterly Partnership Monitoring

As Exhibit 17 shows, even within schools, teachers participated in partnership professional development to a varying degree. While every partnership was different, the pattern in Exhibit 17 is not uncommon in that the most participants received relatively few hours of professional development (10 or fewer), others participated at a more elevated level of professional development, and a small number of teachers participated very extensively. There are exceptions to that general pattern as well, as with the four partnerships with restricted participation where few teachers could participate and those who attended received relatively similar amounts of professional development. Additionally, one Local Writing Project site had two partnerships and ran a university course for voluntary participants. In those two partnerships, almost all of the more than 20 participants in each school received slightly more than 30 hours of professional development. In a couple of other partnerships very few teachers received more than 10 hours of partnership professional development and no teacher received more than 20 hours of professional development. These partnerships fell far short of the intensity of participation the focus group defined as indicating the existence of a full partnership.

We also examined the proportion of each school's staff that received 30 or more hours of partnership professional development to determine if partnerships progressed towards a critical mass of teachers participating in professional development at that level of intensity (see Exhibit 18).

Exhibit 18
Percentage of Staff Receiving 30 or More Hours of Partnership Professional Development



Source: Quarterly Partnership Monitoring

As Exhibit 18 shows, in 16 of the partnerships, less than 20% of the staff received 30 or more hours of partnership professional development. In fact, in 3 partnerships no teachers received 30 hours of professional development. Substantial variation exists with seventh- and eighth-grade ELA teachers as well, although they are more likely than all staff to have received 30 or more hours of professional development. In 3 partnerships no seventh- or eighth-grade ELA teachers received 30 or more hours of partnership professional development; in contrast, in 6 partnerships all seventh- and eighth-grade ELA teachers received 30 or more hours of partnership professional development.

The NOP schools we studied also varied in the percentage of staff that participated in 30 or more hours of partnership professional development. In one partnership, no teachers received more than

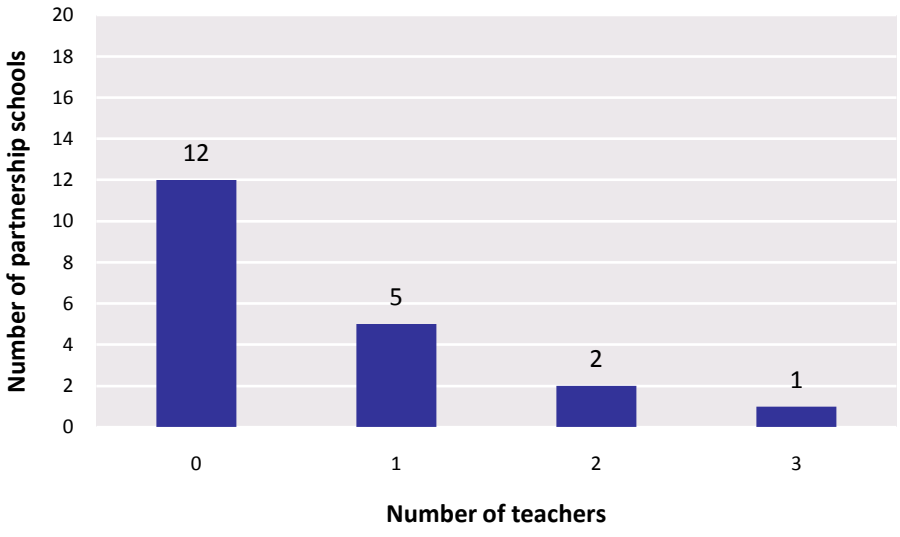
30 hours of professional development, and in one partnership about 40% of teachers received more than 30 hours of professional development. The other partnerships ranged in between those levels. The NOP schools were not randomly sampled, and the range may not be representative of the variation that would be found among all Local Writing Project partnerships. Nonetheless, the variation suggests that some Local Writing Project sites use the term "partnership" to describe work that has lower intensity of participation than the levels the focus group determined should characterize the partnership work to be studied in this evaluation.

The Invitational Summer Institute provided more professional development than any other event, however most partnership schools did not have participants during the summer of 2008.

The teachers receiving the most professional development typically attended the ISI (which is the case in the school presented in Exhibit 19, which had one ISI participant). In 2008–09, ISI participants in partnership schools received from about 100 to 145 hours of professional development from the ISI, and in many cases also participated relatively extensively in school-based partnership professional development. Because of its importance in developing teacher leadership, some Local Writing Project sites believed that recruiting ISI participants was critical for partnership success.

The ISI (which is described in greater detail in Chapter 5) is the flagship event for Local Writing Project sites and is important for partnership work in three major ways. First, it is generally the most intense professional development, in terms of contact hours, that Local Writing Project sites offer. Second, the ISI exposes teachers to research and peers' ideas about effective instructional practices, provides opportunities for teachers to write and conduct inquiry into their practice, and inducts them into the Local Writing Project site's professional community. Finally, through sustained work over a period of several weeks, the ISI builds teacher leadership skills, preparing them to join the broader Local Writing Project professional network and possibly to assume leadership roles at their school. Of the 20 partnerships, 8 were successful in recruiting at least one teacher to attend the 2008 ISI (see Exhibit 19).

Exhibit 19
Number of Teachers Participating in an ISI by Partnership



Source: Quarterly Partnership Monitoring

Local Writing Project sites varied in the extent to which their most active participants were influential in their school communities, with a few succeeding in recruiting two or more influential teachers to participate at a high level.

Many partnerships operated under an implicit theory that they would gain traction in schools when individuals participated in professional development, learned new strategies, bought in to the work, and then shared with their colleagues. The extent to which this approach would in fact lead to diffusion of new ideas throughout a professional community likely depends on how much influence participants have on their colleagues. At one NOP school, the teacher-consultant explained the advantage of being able to start partnerships by working with the most influential teachers in a partnership school.

> We're lucky when we have a principal who does not tell us I want you to work with so and so who's a weak teacher. So we try to go in and work with the strong teachers first, the ones who will spread the news, you know the ones who other teachers will come to. … My work with that [type of] teacher actually reaches three teachers, rather than just one. That's really been the model that I learned... And that's the way it happened at [NOP school name]. It doesn't take long for you to see the teachers that other teachers go to. And so you begin to talk to them and cultivate them a little. And if they're willing, you start working with them and then it branches out. Because if they're willing it reassures other people that I'm not there to criticize or to judge or to point out what they didn't do or don't do and all of that stuff. But rather [I'm there] to help them with what they did do and help them do it better.

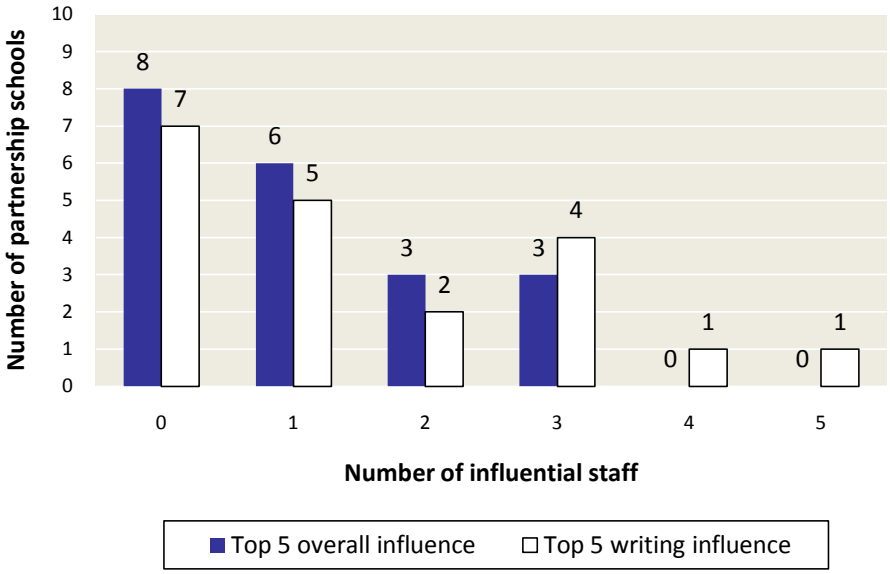
Through our survey, we collected data on the extent to which teachers are influential in their school overall (i.e., how often other teachers report that they are close professional colleagues with each individual) and also the extent to which other teachers receive assistance with writing instruction from each individual. These teachers are the leaders in their schools, regardless of their formal title, in that they have the most professional influence over their peers. Teachers with overall influence are the most likely to be able to help the partnership garner broad support and the resources necessary for its development. Those with the most influence in writing have the greatest potential to spread Writing Project ideas to their peers.

The ISI provides the most writing professional development of any Local Writing Project format and is designed to prepare participants to assume teacher leadership roles. Of the eight WPD partnerships that sent teachers to the ISI, six partnerships sent teachers who were ranked among the top five "most influential" overall or for writing instruction in their schools. Over the course of the study, we will be able to determine whether recruiting influential teachers to attend provides a strategic advantage.

Even when participation falls short of the levels associated with the ISI, teachers who participate actively in partnership professional development are those who are in the best position to implement ideas from the Local Writing Project in their own classrooms and also to share them with others. Similarly, schools varied in how many of those participants with 30 hours or more of partnership professional development were also among the five most influential people in the school (Exhibit 20).[14]

[14] Partnerships' opportunity to ensure that the most influential teachers in their school participated in 30 or more hours of professional development varied based on how many teachers they successfully recruited into higher amounts of participation. Three schools had no teachers who received more than 30 hours of professional development, while 1 school had 23 teachers who received more than that benchmark level.

Exhibit 20
Number of Influential Staff Who Participated in 30 or More Hours of Partnership Professional Development



Source: WPD Teacher Survey, Quarterly Partnership Monitoring

In 12 partnership schools, at least one of the teachers with the most overall influence participated in 30 or more hours of partnership professional development; likewise, in 13 partnership schools, at least one of the teachers with the most influence in writing participated in 30 or more hours. In three schools, three of the teachers with the most overall influence participated in 30 or more hours of partnership professional development. The teachers with the most influence in writing instruction were more likely to participate actively in the partnership professional development, with almost a third of all partnerships (six schools) engaging three or more of the teachers most influential in writing instruction. This suggests that several schools are engaging the teachers who can spread Writing Project ideas in their school when others come to them for advice about writing instruction.

Survey data on influence also suggest that teacher-consultants from the Local Writing Project site who are not on staff at a partner school can become influential in school's professional communities. In one NOP school in its third year of partnership work, a teacher-consultant spends 2 days a week at the partner school. The data reveal that he is not only the most influential person in the school in writing instruction, but also the third most influential person overall in the school. The degree to which this teacher-consultant has become a key player in the professional community is likely facilitated by the partnership's model of work. By being physically present at the school and providing a range of ways for people to access his expertise (including offering afterschool workshop series, individual support session, demonstration lessons and coaching), the teacher-consultant has become an on-site expert in instruction whom everyone accesses.

Summary

This chapter describes participation in writing professional development. It shows that teachers in partnership schools were more likely than teachers in delayed partnership schools to participate in writing professional development; that for staff who participated in writing professional development, those in partnership schools got more professional development, on average, than those in delayed partnership schools; and that more staff in partnership schools received more than 30 hours of writing professional development. These findings apply to all staff and to ELA teachers.

Focusing solely on partnership schools, we see substantial variation in the partnerships' recruitment strategies, participation rates, and the average amount of partnership professional development teachers received. Within partnership schools there was typically variation as well. In many partnership schools, some participants received relatively little professional development, but a few participated intensely in partnership professional development. None of the partnerships in the study met the focus group's initial expectation of partnership work, which was that at least 35% of teachers receive 30 or more hours of partnership professional development. Two partnerships came close to that level, with almost 30% of teachers receiving 30 or more hours of partnership professional development. NOP schools varied as well with two of the five falling well below that mark, suggesting that the term partnership is used by Local Writing Project sites to include work outside of the WPD evaluation's definition of partnership. Finally, in this first year of partnership work, several partnerships successfully recruited influential teachers to participate either in the Invitational Summer Institute or in at least 30 hours of professional development. The participation of these influential teachers may increase the likelihood that these partnerships succeed in influencing professional communities in ways that could support informal diffusion of Local Writing Project ideas.

CHAPTER 5
THE NATURE OF PROFESSIONAL DEVELOPMENT

The nature of professional development is of interest because it is likely to influence the effects of professional development on teachers' practice. The literature on teacher professional development establishes the effectiveness of specific features of professional development relating to duration, content, collective participation, active learning, and coherence (Garet et al., 1999). In the previous chapter, we discussed the intensity of partnership professional development. In this chapter, we address the focus of professional development and specifically examine the content of professional development and the extent to which it takes into account the context of the school, builds on teachers' experience, and encourages continued professional communication (all efforts to add to the coherence of professional development). We first compare the focus of professional development in partnership schools with that in delayed partnership schools, and then explore the variation across the partnership schools. We also discuss the various formats the Local Writing Project sites use to deliver professional development. We note that, regardless of format, partnership professional development tends to involve collective participation and active learning.

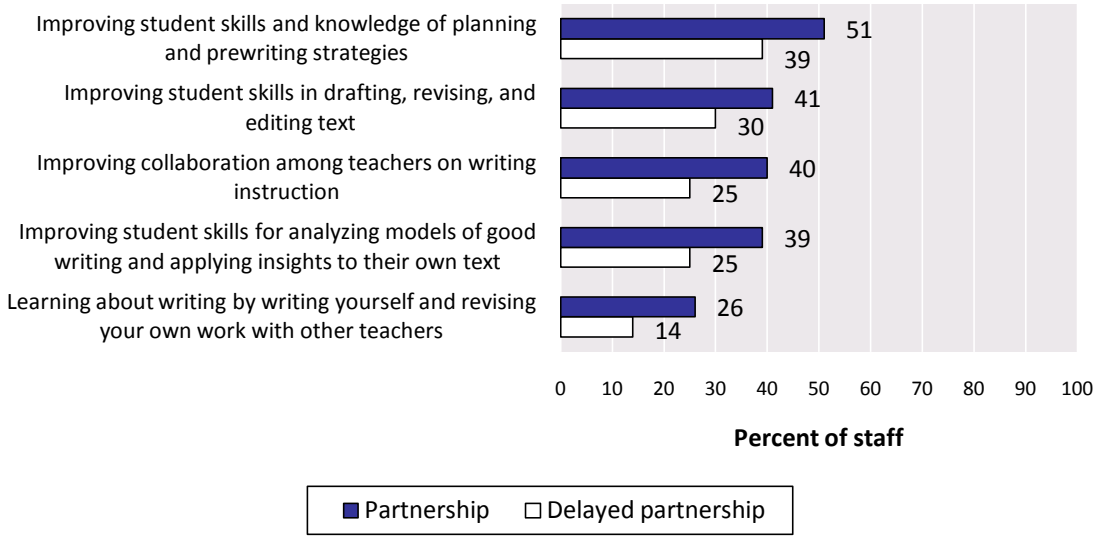
The Focus of Professional Development

We begin by comparing the focus of writing professional development in partnership and delayed partnership schools. We then discuss the variation in the content of professional development provided through the partnerships and examine common threads in the focus of professional development across the partnerships.

The focus of writing professional development differed at partnership schools and delayed partnership schools.

The writing professional development staff received in partnership schools had a different focus than the writing professional development staff received in delayed partnership schools. The professional development the average staff member in partnership schools received was more likely to focus on writing processes, teacher professional community, and teachers as writers than the professional development the average staff member in delayed partnership schools received (Exhibit 21).

Exhibit 21
Staff Member Reports of Major Foci of Writing Professional Development



Source: WPD Teacher Survey

All partnerships focused on the core task of improving writing in schools; yet the specific content of partnership professional development varied across the partnerships.

Partnership professional development focused on varied content, including writing processes, writing in a range of genres, using models in teaching writing, reading and writing connections, and writing to learn. In addition, many partnerships actively engaged teachers in writing themselves. Regardless of the specific content, however, partnership professional development often focused on building professional community. To illustrate the diversity of the WPD partnerships, we describe each of these areas of focus.

Many partnerships offered professional development on strategies for engaging students in writing processes. For example, at one partnership school, teachers requested help with editing, and the Local Writing Project teacher-consultant responded to the request by providing a workshop on editing that focused on ways that teachers can help students revise and edit their writing while it is still in process. More specifically, she walked through resources that are useful for editing, and taught teachers how they can teach mini-lessons to the entire class, hold conferences with individual students, and teach students how to take control of their own writing by learning to edit their own work and develop the skills to check their classmates' work. She reinforced that these are effective strategies for helping students overcome problems with writing conventions.

Writing in a range of genres was another focus of professional development across many of the partnerships. In some cases, this focus came from the requirements of the state writing test. For instance, one partnership had 4 full-day workshops on the genres of writing that are on the state test. Each of the first three workshops focused on a specific genre (narrative, informative, and persuasive); the final one worked on using the rubric to score student work. As part of the process the teachers were asked to write, share, and receive feedback on their own work.

Many partnerships covered the use of models as a strategy for improving student writing. Teacher-consultants supported modeling in different ways. In one partnership, the teacher-consultant demonstrated the use of models in a poetry lesson. In the lesson, the teacher-consultant provided

students with three praise poems to analyze in groups. After each group had read and talked about each poem, they shared out as a whole class. The teacher-consultant then walked the students through prewriting activities before asking them to write their own praise poems. As part of this process she specifically reminded them of the poems they had read at the beginning of the period and told them they could use them as models and borrow ideas from them. In another partnership, the teacher-consultant demonstrated how teachers could write alongside a student, projecting their own writing mistakes on the overhead projector. Teachers were taught that through this modeling, their students would be better able to understand that mistakes and revisions are part of the writing processes.

Some partnerships focused on literacy and making the connection between reading and writing and how they can work to support each other. In one partnership, all the professional development fell under the larger theme of improving Readers'/Writers' Workshop. The partnership's leadership team, composed of school leaders and Local Writing Project teacher-consultants, began the partnership's work by looking at the school's curriculum and strategizing about ways to integrate best practices. In much of the partnership's professional development, teachers went through the "student process" in the Readers'/Writers' Workshop. The purpose was to help teachers better understand how to make the linkage between reading and writing for their students.

In other partnerships, the focus of the professional development was writing to learn. Writing to learn refers to a collection of instructional practices where students write in order to deepen their understanding and meet content-specific learning goals (as opposed to learning to write across the curriculum, where students learn aspects of writing related to specific content areas). For example, at one school, a series of grade-level workshops and two full faculty meetings focused on writing to learn strategies, including the use of "daybooks" (journals used to record thoughts, short writings, and activities). As the teacher-consultant explained, "We wanted them to see how writing to learn helps students deepen their thinking in content areas and adds to what they are learning rather than taking away time for learning content."

Finally, to increase their understanding of writing and their ability to teach students a range of writing processes, partnership professional development often included time for teachers to experience writing themselves. This practice stems from a belief that writers are the best teachers of writing. The idea is that by writing themselves teachers develop a better understanding of what writing entails and what they are asking of their students. For instance, in one partnership, teachers were asked to write a paper reflecting on teaching. The assignment involved going through each step in the writing process, including pre-writing, drafting, and revision.

We found that the content of NOP work also varied across the five schools and, where the teacher-consultants were involved in substantial one-on-one work with teachers, within each school. In fact, several NOPs touched upon many of the content areas described above. For example, in one partnership, teachers did a substantial amount of their own writing, they focused broadly on literacy in the content areas, and they learned writing to learn strategies as well as new approaches to teaching multiple genres of writing.

While focusing on any one or more of these aspects of writing, both WPD and NOP partnerships supported the development of professional communities. Partnership professional development built on teachers' current knowledge and practices and situated teachers' opportunities to learn in the context of their own classrooms and instructional materials; created forums for discussion, reflection, and feedback; and shared leadership.

Across the partnerships, professional development built on teachers' current knowledge and, to varying degrees, situated learning in the context of teachers' classrooms and instructional materials.

The concept of building on current teacher knowledge has its origins in Vygotsky's (1962, 1978) theories that all learners build upon existing knowledge when they acquire new ideas or skills. A core principle of National Writing Project professional development is that teachers are in the best position to interpret new ideas based on their experience and further develop them for use in their own instruction. Likewise, when teachers' learning opportunities are situated in the context of their school, features of that context (e.g., standards, curricular materials, accountability measures, the incoming skills of their students) are reflected in the professional development. Ideally, building on teachers' existing practice and embedding learning in the context of their school makes professional development more coherent and easier to implement. Furthermore, because teachers in a school share a common context, embedding professional development in context is meant to help teachers develop common knowledge and norms that can form the foundation for the development of comprehensive writing programs.

Regardless of the specific focus of the professional development, partnerships used a variety of strategies to access teachers' existing knowledge, including asking teachers to share their own writing, to demonstrate their lessons during workshops, and to bring in examples of students' efforts to implement new strategies. These strategies enabled the partnership work to build on teachers' skills while providing opportunities for teachers to learn from each other. They also helped build professional community because as teachers shared their work and their practices, they got to know each other better and developed common knowledge and norms of collaboration.

Partnerships varied in the extent to which they situated professional development in the teachers' context. On the lower end of the continuum, most Local Writing Project sites sought to ensure the relevance of professional development by requesting teacher feedback on the progress of professional development and the topics teachers wanted covered (see Chapter 3 for a discussion of teacher feedback in planning processes). At the higher end of the continuum, some partnerships tried to directly address factors that shaped teachers' instructional practices, like standardized testing and adopted curricula. For example, one Local Writing Project site actively sought out information about a district's new ELA curriculum by attending district training on the new adoption. With knowledge of the curriculum, Local Writing Project staff worked with teachers to develop a basic calendar for teaching various writing genres and then scheduled professional development to align with their plan for instruction. By helping teachers see how to implement strategies with required materials, this strategy may increase adoption of practices taught in partnership professional development.

NOP work also built on teachers' existing knowledge and situated learning in context to varying degrees. For example, in two partnerships, a significant amount of partnership professional development involved one-on-one coaching that enabled the teacher-consultants to tailor their work with individual teachers and consider teachers' current practices as well as the school context. Likewise, another partnership involved teachers meeting regularly to share lesson plans and examine student work, allowing them to develop their practice through professional communication within the context of their school. One NOP's failure to consider school context appears to have limited the impact of the professional development; at this school, the partnership professional development introduced teachers to specific technology, but teachers struggled to implement what they had learned because of the school's lack of technology infrastructure.

Some partnerships worked to create opportunities for teachers to discuss, reflect upon, and receive feedback on their practice.

By creating opportunities for discussion, reflection, and feedback, many partnerships sought to make knowledge public while helping teachers look at their practice in new ways. This approach, again, helps to deprivatize practice and build a community in which teachers' practices can expand and spread. In the partnerships, most opportunities for discussion, reflection and feedback centered on teachers learning about new ideas through professional development, trying them out in their classrooms, and then discussing them in subsequent professional development sessions. The level of engagement in these reflective discussions varied across the partnerships. In one partnership, most teachers were only superficially engaged, trying ideas out right before the next professional development session just to show they had done their homework. In another partnership, the professional development focused very specifically on training teachers who were inexperienced in discussing their practice on how to talk about instruction. To build teachers' skills, the Local Writing Project site introduced a protocol to guide teacher discussions of teacher-consultants' demonstration lessons in the teachers' classrooms.

While many schools institutionalized time for teachers to collaborate during the workday through professional learning communities or common planning time, some partnership schools had little or no time for teacher collaboration. Lack of collaborative time meant that teachers shared ideas only informally, and did not systematically have reflective discussions about their instruction. In these schools, just by setting aside time for teachers to meet together around a common focus, the partnerships facilitated more reflection and discussion than happened previously. In one school, where collaborative time was typically used for grade-level teams only, the partnership professional development became the forum not only for gaining new instructional ideas but also for the cross-grade conversations that are likely necessary to ensure a coherent academic program.

In places where the partnership work led to an increase in collaboration around writing instruction, teachers appreciated the benefits of improved collegiality. One teacher talked about how important it was that the partnership work created opportunities for teachers to share their ideas: "When you get teachers sharing with each other, so much learning goes on in that process." In another partnership, teachers spent 4 days working together over the summer and found the resulting network of support useful. A new science teacher who had participated in the professional development explained:

> Last summer, we spent 4 full days in the week before teacher workdays. That was awesome because we were treated as a community of writers as well as a community of teachers. It was very collegial, much more collaborative than we normally get to be. The meetings we've had since then, I absolutely love them because it's so good for me to meet back up with that community, to have other people who have this wealth of knowledge and experience. … I made a lot more progress than I would have without that group of people. I wish we could have met more.

As these teachers' comments illustrate, while partnerships used varied strategies, many made important steps forward in establishing professional communities around writing.

NOP schools also relied on varied strategies to develop professional community. At one school, where there was no common planning time during the school day, the after-school partnership meetings created space for collaboration around writing instruction and connecting to new ideas through book study. However, because the meetings took place after school, participation in the developing professional community was limited. Teachers and administrators at the other NOP schools also reported an increase in sharing and planning together.

Partnerships worked to build teacher leadership by tapping "in-house" knowledge in planning and professional development delivery.

One way of introducing the notion of teacher leadership was to recruit teachers to participate actively in the formal planning process. On planning committees, teachers were able to play a role in schoolwide decision making. In one school, where the administration was reluctant to include teachers, the Local Writing Project site actively worked to bring them into the planning process by stressing the importance of having teachers feel a sense of ownership of the professional development.

Once partnerships had developed to a degree, many involved teachers in the delivery of professional development as a way of developing teacher leadership skills. Using teachers to lead professional development capitalizes on the fact that, by nature of their position, teachers are often seen by other teachers as legitimate sources of knowledge. Furthermore, when the person leading the professional development is a respected member of the faculty, it can create buy-in and thereby increase both the number of participants and their level of participation. For example, in one partnership, the teacher-consultant asked an ELA teacher who had been through the ISI to lead a 10-hour after-school class on teaching writing in order to tap into resources already at the school. As one participant said, "It's nice having someone you already have a relationship with teaching the class, not some stranger telling you how to teach writing."

NOPs also sought to build teachers' leadership skills through partnership professional development. For example, the site director involved in one partnership noted that "while the goal is improved student achievement in writing across all content areas, it has a lot to do with empowering teachers…to help them see that they have a lot to share and a lot of knowledge." In another partnership, the focus on developing teacher-leaders—in particular having teachers present at conferences and supporting them to write grant proposals—leaves open the possibility of ongoing work at the school once the formal partnership ends.

Despite the partnerships' efforts to build teacher leadership, some teachers in both WPD and NOP schools were reluctant to take on these roles for a variety of reasons. Some teachers with leadership potential were already overburdened with supplementary work (for example, teaching an after-school class). Other teachers expressed a reticence because taking leadership roles might inadvertently create some conflict in their department or in the school, reflecting a long-standing aspect of the culture of teaching as a "flat" profession (Lortie, 1975). A teacher-consultant who was new to an NOP school reported that she did not want to step into a leadership role because she feared "coming across as arrogant."

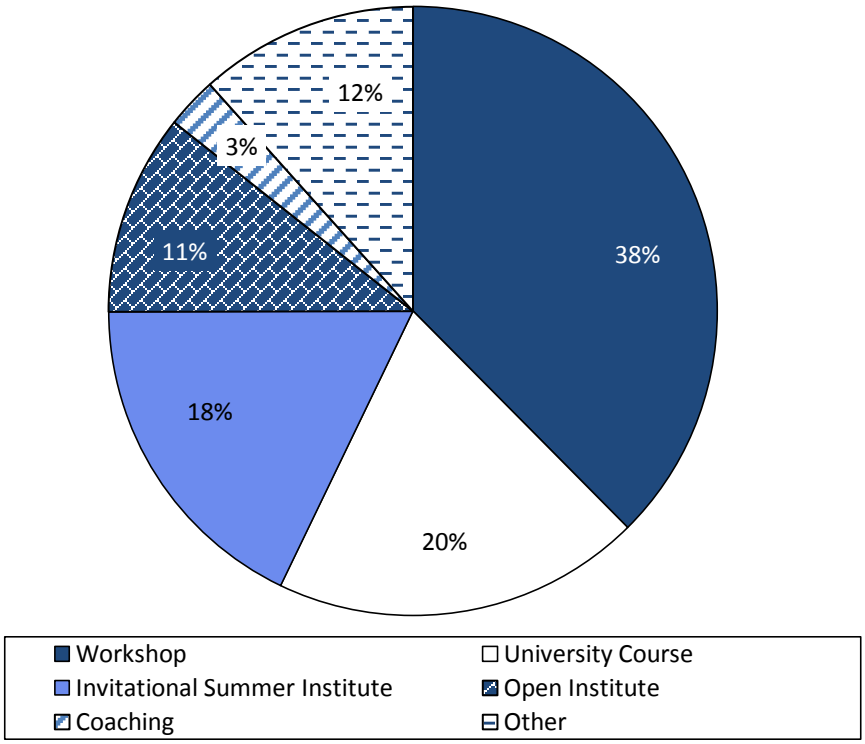
The Format of Professional Development

As we look at the format of professional development across the partnerships, our reference point is research showing that certain "reform formats" in which teachers are actively engaged, instead of "talked at" in one-shot workshops, are more likely to lead to changes in teacher practice. Additionally, collective participation in professional development—when groups of teachers who will implement new ideas attend professional development together—has been established as an important support for implementation (Garet et al., 1999). In 2008–09, partnerships employed a range of formats; however, we found that, regardless of format, many shared the key features of active engagement of learners and collective participation.

Partnerships used a variety of professional development formats.

The 20 partnerships offered a combined 8,500 contact hours of professional development during 2008–09. Of that time, the most common formats were workshops (37% of contact hours), university courses (20% of contact hours), Invitational Summer Institute (18% of contact hours), and Open Institute (11% of contact hours) (see Exhibit 22). These formats together comprised 86% of the total contact hours largely because they tended to be either long in duration or involving large numbers of teachers.[15]

Exhibit 22
Relative Frequency of Various Professional Development Formats



Source: Quarterly Partnership Monitoring

Coaching and other one-on-one activities, such as support sessions and demonstration lessons, made up relatively few total contact hours in part because of the one-to-one ratio of professional development hours to total contact hours.[16] Another reason that these formats are lower incidence is that in-class coaching involving classroom observations or co-teaching did not happen in many partnership schools. Local Writing Project site leaders explained that, in the first year of partnership work, they had not yet worked with teachers long enough to establish the level of trust necessary to observe teachers' instruction.

The remainder of this chapter discusses each of these formats in more detail, including how they engaged teachers in active learning and enabled collective participation.

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15 Totals do not add up due to rounding error.

16 For example, a two-hour class with 50 teachers generates 100 contact hours, as opposed to the one-to-one ratio of professional development hours to contact hours for coaching.

Open summer institutes, workshops, and university courses provided opportunities for active learning that were embedded in the school context.

Even within more traditional formats such as workshops and courses, partnerships typically used activities, such as teachers demonstrating strategies to each other, to create opportunities for active learning. Additionally, in virtually all cases, open summer institutes, workshops, and university courses all took place at the schools and were offered exclusively to school faculty, enabling the Local Writing Project to situate learning within the school's context and to introduce a critical mass of teachers to National Writing Project principles and strategies. For instance, one partnership used a 3-day Writing Academy in August 2008 to introduce teachers to the Local Writing Project. With the goal of improving the teaching of reading and writing at the school, participants spent time journaling, sharing their writing, engaging in a book study, and collaborating on lesson plans. Spending time aligning instruction to the state and school curriculum, examining their own literacy instruction, experiencing the writing process themselves, and developing a professional portfolio allowed them to actively reflect on what it means to teach reading and writing at the middle-school level. This work then became the foundation for 4 full-day workshops offered throughout the year. During these workshops, the teachers learned through a wide variety of active learning strategies, including discussion, reflection, examining student work, lesson planning, and journaling.

Another partnership included a university course at the school to introduce teachers to models of best practices while reaching a critical mass of teachers that could support each other in implementing new ideas. Once again, many strategies were used to engage teachers in active learning. The basis of the course was the Kelly Gallagher book, *Teaching Adolescent Writers*. The course required teachers to use newly learned instructional strategies in their classrooms, write a short paper on how well the strategy worked, and share their experience in class. A teacher talked about the value of trying the new strategies she learned in the class and then reflecting on it with the group:

> The class focused on the Kelly Gallagher strategies and applying them in class every week, and we could come back and dissect what we did and what worked and didn't work and build on those strategies…[the teacher-consultant] was really a facilitator, and teachers were the instructors. Teachers presented different chapters of the Gallagher book, and we took them to our classrooms and applied them.

NOP partnerships also involved workshops that allowed for active learning and collective participation. For example, typical workshop activities included having teachers do their own writing; sharing their own writing, lesson plans, and/or student work; and teacher-consultants demonstrating specific strategies. At one of the NOP schools, the Local Writing Project site developed a specific partnership model, the core of which is an embedded institute conducted throughout the year at partnership schools, precisely because it allows for collective participation.

These examples illustrate how the Local Writing Project imprint made traditional professional development formats opportunities for active engagement and collective participation. Some partnerships also took advantage of the Local Writing Project's Invitational Summer Institute and made use of one-on-one coaching, support sessions, and demonstration lessons.

Invitational Summer Institutes provided an intensive professional development experience designed to induct participants into the professional community of the Local Writing Project site.

The Invitational Summer Institute (ISI) is a multi-week professional development event held by each Local Writing Project site every summer. The ISI is designed to expose teachers to new strategies, engage them in research on teaching, involve teachers in inquiry, and develop teacher leadership while connecting them to the Local Writing Project site's professional community. As one Local Writing Project site leader described it:

> The ISI is at the heart of our Writing Project. This is the place where Fellows first experience our "learning stance" and learning community. This stance is characterized by a focus on raising questions about our work and by engaging in speculative "I wonder if..." conversations, rather than focusing on determining answers and drawing conclusions.

Activities used to develop teacher learning and build community at this Local Writing Project site's ISI included Teacher Inquiry Workshops where participants presented lessons and looked at student work in a structured environment that provided for support and feedback. Other strands included engaging in and reflecting upon the writing process; supporting the incorporation of technology in the teaching of writing; book groups and a "Community Reading Strand"; and developing teacher-leaders.

Many Local Writing Project teacher-consultants conducted demonstration lessons, giving teachers an opportunity to see how their students responded to various Local Writing Project strategies; and although offered less frequently, coaching and support sessions allowed teachers to actively learn within the context of their own classrooms.

For many partnerships, in-classroom work centered on demonstration lessons in which a Local Writing Project teacher-consultant taught a lesson while a teacher or a group of teachers watched. This type of professional development gave the teachers the opportunity to see how their own students responded to various Local Writing Project strategies. For some teachers, this was an eye-opening experience because they previously believed that the types of pedagogy being demonstrated, such as students analyzing literature in groups, would not work with their students. Demonstration lessons were usually preceded by a meeting to decide upon and discuss what was going to be taught and then followed by a debrief session.

In-class coaching, defined for the purposes of the study as work with teachers that is centered around an observation of classroom practice (e.g., pre-observation meeting, observation, post-observation feedback or reflection) or co-teaching (where a teacher-consultant and a partnership teacher both participate in instruction), was less common. In-class coaching can be important professional development because it can be fully customized to an individual teacher's incoming knowledge, learning needs, and context, providing potentially critical support for making substantial changes to instructional practice. Support sessions are similar in that they work with teachers one-on-one to help plan or to give other differentiated help, but they do not include classroom observation or co-teaching.

In the nine partnerships that provided coaching or support sessions, most participating teachers received between 1 and 3 hours of these types of professional development. However, in one partnership, after a larger cadre of teachers participated in a workshop on how to write and use techniques such as photo slideshows and voice-over narration to create digital stories, two of the participants received 40 hours of classroom coaching. As part of the coaching, the teacher-consultant leading the workshop came in to work alongside these two teachers to help the entire

sixth grade produce their own digital stories, which the students then presented to the larger community at a year-end showcase.

Local Writing Project site leaders that did not offer in-class coaching in their partnerships frequently reported that they were still building trust with teachers and had not yet reached a point where teachers felt ready to open up their practice in this way. In one case, a teacher-consultant talked about teachers being wary of teacher-consultants coming into their classrooms because of their experience being observed in an evaluative way. A teacher at the same school worried about the impact having someone in her classroom might have on her students:

> This isn't your typical environment. We have issues in our class. Sometimes we deal with those more than get into the curriculum. I'm protective of what goes on inside my class because not everyone understands my kids the way I do. [I] don't know what impact someone else would make.

Across many of the partnerships, teacher-consultants talked about 2008–09 being a foundation year in which they laid the groundwork for the professional development they would do in the coming years. As part of this process, they worked to build relationships and trust with participants and to plant the seeds of Local Writing Project ideas. This approach is consistent with what we observed with some NOPs. For example, the Local Writing Project site director for an NOP partnership that relied on a combination of demonstration lessons and workshops in the first year of the partnership explained that demonstration lessons are typical in the first year because teachers like to see ideas implemented. In subsequent years, the works shifts towards observations and one-on-one work with teachers on lesson planning. According to the site director, working with teachers to plan lessons is key to helping them implement strategies independently in the future. In NOP that included coaching (three during 2008-09), teachers reported that it was very beneficial because it was individualized to their needs.

Summary

The focus of writing professional development in partnership and delayed partnership schools differed, as partnership school professional development was more likely to focus on writing processes, teacher professional community, and teachers as writers. However, across the partnership schools, the focus of partnership professional development also varied for both WPD and NOP partnerships. This variation is not surprising given the National Writing Project principle that, because schools are different and have different needs, the professional development they receive should differ as well. However, there were some unifying themes across the partnerships. The partnerships worked to build on teachers' existing knowledge and situate learning in the context of their schools; create forums for discussion, reflection, and feedback; and share leadership. In addition, most partnerships offered teachers opportunities for active learning and collective participation, although these opportunities were embedded in a wide variety of professional development formats.

CHAPTER 6
TEACHERS' PROFESSIONAL PRACTICES

In previous chapters we have presented data on the level of co-design (shared goals and planning), co-resourcing (shared commitment to the partnership as evidenced by providing resources necessary to meet partnership goals), and professional development participation (i.e., a critical mass of teachers receiving 30 or more hours of partnership professional development) of the partnerships in this study. As we examine teacher professional practices, it is important to interpret results in light of the previously-presented finding that in the first year of delivering professional development, no Local Writing Project sites and partner schools implemented work that met the level of our a priori definition of partnerships.

Partnership professional development seeks to increase the range of student writing across the disciplines, increase the use of writing processes in writing instruction, and encourage teachers' own writing (as a strategy for helping teachers better understand writing themselves). Prior to the beginning of the partnership, teachers reported on average using a limited variety of genres in instruction, giving students relatively few opportunities to use writing processes in class, and experiencing writing infrequently themselves (Gallagher et al., 2009). These patterns held for both partnership and delayed partnership schools.

In this chapter, we compare teacher-reported practices in partnership and delayed partnership schools during the first year of partnership implementation.[17] We then examine the variation in teachers' practice and its relationship to the amount of writing professional development teachers received. Finally, we associate reports of changes in teacher practice in partnership schools with the extent of individuals' participation in partnership professional development.

Teacher Practices in Partnership and Delayed Partnership Schools

In this section we compare average teacher practices in partnership and delayed partnership schools based on teacher surveys that covered a range of topics related to teachers' professional practice. Across all dimensions, there were no differences between the two groups of schools. We report on a subset of these dimensions in order to illustrate our key findings; we present the results of the remaining analyses, which corroborate the findings presented here, in Appendix C.

There was no difference in the frequency with which staff members reported writing between partnership and delayed partnership schools.

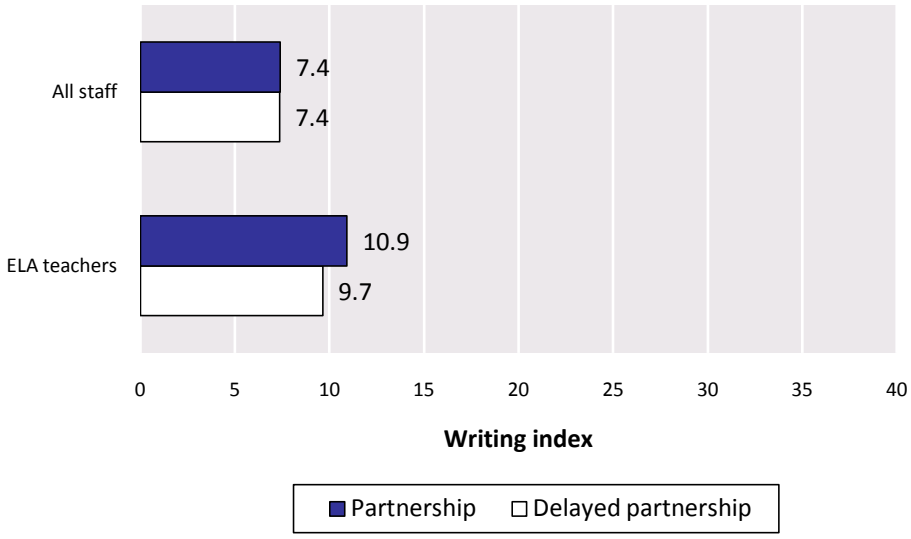
A major goal of NWP professional development is to engage teachers in writing (Lieberman & Wood, 2002), and many professional development events included some time for teachers to write. We created a 10-item scale to measure how frequently staff members participated in various writing activities themselves.[18] It included questions on writing (e.g., creative writing, nonfiction writing, or journaling), collaborating with others on writing (e.g., participating in writing groups, sharing writing with other adults, revising writing based on feedback), and sharing writing with students (e.g., unfinished or finished writing). On average certified staff in partnership and delayed partnership schools reported writing with similar frequency; the finding that there was no difference held for

[17] The data we report on here are from the teacher survey. In addition, seventh- and eighth-grade ELA teachers completed logs tracking their instructional practice. Because the findings based on measures from the teacher log completely parallel those reported here, we have chosen to present them only in Appendix C.

[18] Appendix C contains the factors and measures of their reliability.

ELA teachers as well. ELA teachers in both partnership and delayed partnership schools wrote more than their colleagues who did not teach ELA (Exhibit 23).

Exhibit 23
Staff Members' Own Writing Practices



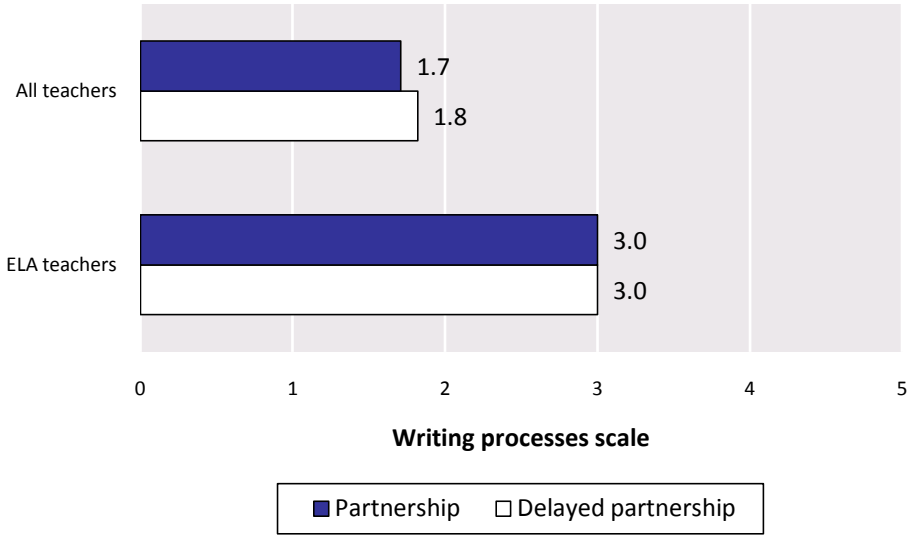
Source: WPD Teacher Survey

There was no difference in teacher's reports of students' opportunities to write and learn about writing in partnership and delayed partnership schools.

We also asked a series of questions about the opportunities teachers gave their students to write and learn about writing. Using survey items, we created two scales to describe the purposes for which students wrote as a way of tapping into the variety of genres they used in class; we created another scale to measure how often teachers devoted class time to four key writing processes; finally, we created a scale to describe student engagement in writing processes. Because results were similar on all four scales, we report on only the last of them here, presenting a more detailed description of the other scales and their results in Appendix C. The scale is based on a survey item that asks teachers how frequently students engaged in a range of writing processes during class: brainstorming, composing, revising, editing, receiving individual feedback from the teacher, reviewing written feedback from a teacher, reflecting or evaluating their own writing, sharing their writing with peers, and analyzing models of writing.[19] As Exhibit 24 shows, there was no significant difference between partnership and delayed partnership schools in the responses of teachers or of ELA teachers. Not surprisingly, in both partnership and delayed partnership schools, students had more opportunities to engage in writing processes during class in ELA classes than in non-ELA classes.

[19] Unlike some other items on the survey, only teachers responded to these items.

Exhibit 24
Student Engagement in Writing Processes



Source: WPD Teacher Survey

Variation in Teacher Practice Within Schools

Given no differences in average teacher practices between partnership and delayed partnership schools, we then asked whether the amount of writing professional development teachers received is related to their reported practices.

Teachers who participated most intensely in writing professional development had different professional practices than those who participated less intensely, even after controlling for prior practice.

Throughout this report we have used 30 hours of writing professional development as a benchmark for describing the amount of professional development teachers received. We conducted a series of analyses using five factors described earlier as outcome measures: staff members' own writing practices[20], the variety of ELA-oriented genres that students use in class writing, the variety of content-oriented genres that students use in class writing, class time devoted to four key writing processes, and student engagement with writing processes. In the first round of analyses, we used three variables to predict the variation in these outcomes: whether the teacher received 30 or more hours of writing professional development, whether the teacher taught ELA, and whether the teacher was in a partnership school.

Teachers who reported receiving 30 or more hours of writing professional development in 2008–09 were more likely to engage in writing themselves, use a range of ELA- and content-oriented genres in instruction, devote more class time to student use of four key writing processes, and have more frequent student engagement with writing processes in class than those who received less writing professional development, after controlling for the other variables (teaching ELA and teaching in a partnership school). Being an ELA teacher was also positively and significantly related to those outcomes after controlling for the other variables. Whether teachers were in partnership or delayed

[20] We use "teacher" in describing the results below because only classroom teachers responded to all but the question on personal writing practice.

partnership schools was unrelated to their engagement in these writing practices, after controlling for the other variables. (See Appendix C for results of these models.)

We then conducted a second series of analyses for the subset of respondents who also completed the 2007–08 and 2008–09 teacher surveys (which is 77% of the respondents to the 2008–09 survey). For these teachers, we were able to use previous practices as reported on identical measures in the 2007–08 teacher survey to control for prior practice. This dataset enabled us to examine whether prior practice, receiving 30 or more hours of professional development, teaching ELA, and/or being in a partnership school were related to changes in the outcomes described above.

Results show that prior practice is positively associated with current practice (i.e., those more likely to engage in any of these practices before are more likely to engage in them now), even after taking the other variables into account. After controlling for prior practice and the other variables, receiving 30 or more hours of professional development remains a significant predictor of changes in staff members' own writing, the range of ELA-oriented and content-oriented genres assigned, and devote class time to four key writing processes; it is positively (but not significantly $p = 0.06$) related to student engagement in writing processes. Additionally, teaching ELA is positively related to changes in all five of these factors, after controlling for the other variables. (That is, after controlling for prior practice, whether teachers received 30 or more hours of professional development and whether they were in a partnership school, ELA teachers were more likely than non-ELA teachers to change their practice). Being in a partnership school was not found to be related to changes in practice, after controlling for the effects of receiving 30 or more hours of professional development (which, as was shown above, is more likely in partnership schools) and the other variables. (See Appendix C for tables with the results.) These findings suggest a hypothesis that we may be able to test in future years: if partnerships could expand the percentage of teachers receiving 30 or more hours of professional development, then they could have a significant effect on teacher practices.

In interpreting this finding it is important to recognize that teachers who received more than 30 hours of writing professional development during 2008–09 may have been different than those who did not in several ways beyond those we controlled for in our statistical models. Therefore the estimated effect of receiving 30 hours of writing professional development on teacher practices may be confounded with other factors. When professional development participation is voluntary, as it is in some of the partnership and delayed partnership schools, there is always the possibility of selection bias.

In partnership schools, administrators, instructional coaches, and teachers all reported that teachers who participated more intensely in professional development were more likely to change their practice.

Administrators and teachers in partnership schools whom we interviewed commonly described a range in the amount of partnership professional development that participants received and corresponding variation in the effects of participating on teacher practice. They explained that many teachers (who received a modest level of professional development) made minor if any changes in practice; in contrast those who participated at a higher level attempted to implement more substantial changes. At one school, most teachers received less than 10 hours of professional development, but a group of about 10 teachers received approximately 20 or more hours of professional development. One teacher who was the most active participant in the professional development at her school reported:

> I think it's from one end of the spectrum to the other. I can think of a couple teachers who don't want anything to do with it, not very many, but I can think of some. All the way to

> teachers who are so excited they are ready to change their entire classrooms and how they've been doing things. We definitely run the gamut. … [Some] teachers…upon initially hearing it were not excited because it's one more thing to add to their plate, but they really saw good use of it, and they really saw the kids get excited about it. And all the math and science teachers who are involved, I feel they've given me the impression that they felt good about it in the end. So I think using their momentum in their department will encourage others. But I think right now the entire school doesn't see that vision.

The instructional coach at this school supported this teacher's interpretation of the varied effects of partnership professional development:

> I think before this year, teachers really didn't realize what an important tool writing was in helping our students to think through process and actually think about their thinking. I think we've become more aware of that this year as a staff. We have some teachers who are really, really, really into writing and are really making every effort to incorporate that into lesson plans every week. Then we have other teachers who feel it's another thing they have to do who don't necessarily as they're planning their lesson actually make that extra effort to incorporate that writing into it.

In another school, one of the principal's goals for the partnership was to increase the integration of writing into content area classes. Participation in approximately 10 hours of professional development was mandatory for all staff, but many content-area teachers reported relatively low buy-in to the professional development. In contrast, the partnership offered almost 30 hours of professional development for all ELA teachers, and one attended the ISI. The principal described the variation in outcomes, noting that the low level of required professional development did not lead to changes in practice but citing one ELA teacher's participation in the ISI as a major turning point in her practice:

> I'd have to say that [the professional development] hasn't gotten to the level of being engrained with the majority of staff like I desired, but I have seen the gains in the ELA. … Now two of our…language arts teachers have gone through the [Summer Institute at the WP site]. One… last year taught prior to doing the Writing Project. This year [she] is teaching post-Writing Project and has really taken a different tack in her direction of teaching writing with kids.…This year she's taking it more into a genre...approach. … I'd say it…started from the Summer [Institute]. … This year she was much more intentional about her warm-up writing activities. … When she gave a free write, it was more of a structured situation as opposed to kind of open-ended. … The manner in which they shared—it just seemed more intentional. … Last year she had kids peer editing, again I saw this year the kids were more developed in revision versus simply editing. She's worked with them so that they have an understanding of where their piece needs to improve and in better communicating with each other as peers. And I have to say she has shared that [with the other language arts teachers].

Most frequently, the most intense professional development experience was the Invitational Summer Institute, which is always voluntary, as were the other most intense professional development formats—university courses and open institutes. As noted earlier, the fact that the teachers who received the most professional development in each school chose to participate more intensely is important because it means that the affects of that professional development on their practice cannot be disentangled from their motivation to participate.

At the NOP schools, changes in classroom practice also varied. In one NOP school in its second year of work with the Local Writing Project site, non-ELA teachers were starting to change their practice, reflecting the fact that they felt they had more to learn and the most room to incorporate more writing in their instruction. In another school in which all participation was voluntary and a

subset of about 20% of the staff participated in intensive professional development, changes in classroom practice appeared to be limited to that subset of teachers. As the teacher-consultant explained: "As a school, I don't think they have a sense of 'Here's how we want writing instruction to look.' [However], I think this core group has started to develop that." In a third NOP school, where all teachers participated and all nearly all teachers made at least some change in their practice, the principal participates in all partnership professional development and makes it clear to teachers that she expects to see them using what they are learning in their classrooms. Despite this variation in reported changes, a theme that emerged across the NOPs is that change takes time. For example, one Local Writing Project site director explained that they always have long-term relationships with schools in mind because it takes 3 to 5 years for practice to really start changing.

Summary

At the end of the first year of partnerships, there were no aggregate differences in teachers' professional practices in partnership and delayed partnership schools. The teacher survey included measures of several types of professional practices: teachers' own writing, their assignment of a range of genres, and students' opportunities to use writing processes in class. Improvement on these measures requires teachers to take steps towards changing the types of assignments they give in substantial ways (as opposed to some "reforms" like making students aware of the goals of instructions, which can be superficially implemented by posting academic standards). Because we measure normative practices at an aggregate level, our analyses might not be sensitive to initial or infrequent explorations of new practices by a small percentage of teachers.

However, both the survey data and our case study interviews show clear patterns of differences in teacher practice for teachers involved in relatively high levels of professional development. The survey data show that teachers who participated in 30 or more hours of writing professional development had different professional practices than those who participated in less writing professional development, even after controlling for prior practice and whether teachers taught ELA. In the case studies, teachers and school leaders reported that teachers with the most intensive participation in partnership professional development have made noticeable, and at times fundamental, changes in their instructional practices.

CHAPTER 7
CONCLUSION

This document is the third annual report of a 5-year randomized control trial of Local Writing Project sites' partnerships with schools serving middle grades. Earlier reports (Gallagher, Penuel, Shields, & Bosetti, 2008; Gallagher et al, 2009) described the study design and established that random assignment had led to similar schools in the partnership (treatment) and delayed partnership (control) groups. In this report, we described the sample of schools and Local Writing Project sites participating in the evaluation, partnership planning, the professional development provided by Local Writing Project sites to partnership schools, and preliminary outcomes.

Throughout the report, we reference a definition of effective NWP partnerships developed prior to the start of the study by a focus group of site directors who were experienced with partnership work. The four criteria that they said defined effective partnerships were:

1. Partnerships are *co-designed* (i.e., the Local Writing Project site and the school must share an understanding of the goals and strategies of the partnership).
2. Partnerships are *co-resourced* (i.e., there must be evidence, over multiple years, of a district and/or school leaders' commitment to the partnership [i.e., resources]).
3. A *critical mass* of teachers (35%–100%) must participate in the professional development.
4. Participating teachers must receive *sufficient* professional development (30 or more hours per year).

Partnership Profiles and Partnerships at Initiation

The WPD school sample is comprised of 39 schools: 20 partnership schools and 19 delayed partnership schools. Although the two groups were comparable on average, each group varied substantially in terms of in the grade span served, school size, and student demographics. In examining the partnership schools specifically, important differences surfaced regarding achievement trends, accountability pressures and staff stability. Of the 20 partnership schools, 15 schools failed to meet AYP two or more times, and 5 schools had not met AYP for any of the 4 years of our study. Failing to make AYP raised a series of accountability pressures. Interestingly, in some schools this pressure led to greater interest in writing professional development (where, for example, the state test stressed writing) while in others it led to less interest (where, for example, a school needed to focus on mathematics). Schools also varied widely in the stability of their staff, with 8 of the 20 schools getting new leadership during the course of the study. Three schools also had staff turnover above 30%.

Participating sites varied in their prior experience with partnerships and generally the Local Writing Project sites and their partner schools did not know each other well at the inception of the study. Schools agreed to the partnerships for many reasons, including a desire to raise test scores. However, some schools did not have clear goals for their work, and most did not have buy-in among staff when the leadership agreed to participate in the study.

Due to the way the partnerships were initiated, SRI agreed with the NWP to conduct a small substudy during 2008–09 of "naturally occurring partnerships" (NOP). This substudy was designed to examine the extent to which the constraints and incentives of the WPD study influenced partnership development. The findings of that substudy are spread throughout this report to facilitate comparisons between WPD partnerships and their NOP counterparts on each point.

Data from five purposefully selected NOP cases cannot lead to a strong conclusion about whether WPD sites and schools and their work together is truly representative of Local Writing Project partnerships overall. Nonetheless, it is useful in interpreting findings from WPD to note that we found substantial variation in the NOP partnerships as well. Data from the NOP substudy suggest that there is some overlap between the distributions of WPD partnerships and of the full population of Local Writing Project partnerships on the four partnership criteria established by the site director focus group.

Planning and Supporting the Partnerships

The combination of limited prior partnership experience on the part of many Local Writing Project sites and unclear goals on the part of many schools meant that partnership work involved a learning curve as the partners got to know one another and forged a clear strategy for their work. While 2007–08 was officially the planning year for WPD partnerships, eight of the twenty schools and Local Writing Project sites did not develop full plans for the 2008–09 school year during that time. Many partnerships used the 2008–09 school year to engage simultaneously in planning and professional development in order to build the professional relationships that would facilitate ongoing work together. Even among those partnerships had year-long plans, making adjustments to the plan and defining specifics as the partners worked together was an accepted part of the process. We note that partnership planning also developed organically and through joint work in several of the NOPs we studied.

While many partnerships were achieving some level of co-design, a few were not. In a handful of cases, WPD partnership schools lacked leadership for the partnership (typically due to principal turnover) and in 2008–09 did not have specified goals for the work. These schools were not functioning as emerging partnerships—they were not developing relationships with Local Writing Project staff, nor were they engaged in ongoing meaningful planning.

School support for the partnership (in terms of both funding and time) also varied dramatically—some schools meaningfully co-resourced the partnership, but many did not. The fact that some schools did not co-resource the partnership is important to the extent that supporting the partnership by contributing funding and/or time is indicative of the level of school commitment to the work. In general, the WPD schools contributed less funding than the NOP schools, but they did not necessarily contribute less time.

Planning and supporting partnerships is one area where we hypothesize that the constraints and incentives of the WPD study design may have had a large influence over the first year of partnership implementation. Because some partnerships were initiated without Local Writing Project sites and schools having a clear understanding of each other, a substantial amount of relationship building and planning occurred in 2008–09.

Participation in Writing Professional Development

Staff in partnership schools were more likely than staff in delayed partnership schools to receive at least some professional development in writing. Moreover, the average participant in partnership schools received more writing professional development than the average participant in the delayed partnership schools. Also, more staff in partnership schools received 30 or more hours of writing professional development. These findings apply to all staff and to ELA teachers.

These average differences belie substantial variation across and within partnership schools in both the proportion of teachers who received professional development and in the amount of

professional development participating teachers received. In part, this variation reflects differences in partnerships' recruitment strategies (i.e., whether participation was voluntary, mandatory, mixed, or restricted). By definition, partnerships that mandated participation for the entire school had the highest rates of participation. For those in which participation was voluntary, the variation was greater and participation rates typically depended on the partnerships' ability to generate interest among teachers and find times to meet when teachers could attend. Partnerships with restricted participation (i.e., those that essentially confined their work to a department) had the lowest participation rates.

None of the partnerships in the study met the benchmark for partnership work established at the beginning of the study, which was that at least 35% of teachers receive 30 or more hours of professional development. There are many possible reasons for the fact that partnerships did not meet these criteria. These data are from the first year of implementation. The formation of the partnerships took time and energy, which were not then focused on providing professional development. Finally, the 35% of teachers for 30 or more hours maybe a very high bar for NWP school partnership work in middle grades schools. In fact, the NOP schools we studied varied in the percentage of teachers that participated in 30 or more hours of partnership professional development. In one partnership, no teachers received more than 30 hours of partnership professional development, and in one partnership about 40% of teachers received more than 30 hours of partnership professional development. The other partnerships ranged in between those levels.

The Nature of Professional Development

The writing professional development teachers received in partnership schools had a different focus than the writing professional development teachers received in delayed partnership schools. The professional development the average staff member in partnership schools received was more likely to focus on writing processes, teacher professional community, and teachers as writers than the professional development the average staff member in delayed partnership schools received.

Among the partnership schools, while all partnership professional development focused on the core task of improving writing in schools, the specific content of the professional development varied. Areas of focus included: writing processes, writing in a range of genres, using models in teaching writing, reading and writing connections, and writing to learn. In addition, many partnerships actively engaged teachers in writing themselves. This variation is not surprising given the National Writing Project principle that professional development should be tailored to the needs of specific schools and teachers.

Despite the variation in the content of the partnership professional development, there were some unifying themes across the partnerships. In general, the Local Writing Project sites worked to build on teachers' existing knowledge and situate learning in the context of their schools; create forums for discussion, reflection, and feedback; and develop teacher leadership. In addition, most partnerships offered teachers opportunities for active learning and collective participation. These opportunities were embedded in a wide variety of professional development formats.

Few partnerships included in-class coaching or co-teaching during 2008–09, and Local Writing Project site leaders reported that this was often because they had not yet established sufficient trust to conduct this type of professional development. In the NOPs that included coaching, teachers reported that coaching was beneficial because it could be tailored precisely to the needs of individual teachers in the context of their classrooms.

Teachers' Professional Practices

The goal of National Writing Project professional development is to increase the range of student writing across the disciplines, increase the use of writing processes in writing instruction, and encourage teachers' own writing as a strategy for helping teachers better understand writing processes. A central research question is whether teachers in partnership schools differed from their peers in delayed partnership schools on these intended outcomes.

We found no difference in the frequency with which the average teacher reported writing between partnership and delayed partnership schools. There was also no difference in the average teacher's reports of students' opportunities to write and learn about writing in partnership and delayed partnership schools. To find differences in these outcomes, the *average* teacher in a partnership school would need to have made shifts in their classroom practice. One year of treatment in which the partnerships were still designing their work together may not have been sufficient, especially given participation patterns in the partnerships, where none of the partnerships achieved the breadth (35% of teachers) and depth (30 or more hours of partnership professional development) of participation described in WPD's initial definition of partnerships.

However, we did find that teachers who participated most intensely in writing professional development had different professional practices than those who participated less intensely, even after controlling for prior practice. Teachers who reported receiving 30 or more hours of writing professional development in 2008–09 were more likely to engage in writing themselves, use a range of ELA- and content-oriented genres in instruction, and have students use writing processes in class than those who received less writing professional development. Whether teachers were in partnership or delayed partnership schools was unrelated to their engagement in these writing practices. Consistent with these findings, case studies of partnership schools suggest that teachers with the most intensive participation in partnership professional development have made noticeable, and at times fundamental, changes in their instructional practices.

Next Steps

This report focuses on data from the first year of implementation. Over the subsequent 2 school years, we will continue to study partnership planning processes, the implementation of professional development activities, and the impact of those activities on teacher practices and student writing. We also plan to continue to examine naturally occurring partnerships.

Beginning in 2009–10, in order to increase the likelihood of studying "partnerships" meeting the definition of partnership work, the NWP will be proactive in providing technical assistance to Local Writing Project sites participating in WPD. Local Writing Project sites participating in WPD could always take advantage of technical assistance provided by the National Writing Project to all Local Writing Project sites (e.g., attending sessions at the annual meeting on developing partnerships); however, few availed themselves of those resources during 2007–08 and 2008–09. Looking ahead, the NWP will offer technical assistance to WPD sites in three ways: (1) the NWP will continue to advertise all events on partnership work to make sure that WPD Local Writing Project sites are aware of existing opportunities for technical assistance; (2) the NWP will include discussions of WPD partnerships when it has regular monitoring calls with Local Writing Project sites participating in WPD; (3) the NWP will create support systems for Local Writing Project sites participating in WPD available only for WPD-participating sites, much as it would for other grant programs (e.g., online support opportunities and contact with

support staff at the NWP central office that focuses on WPD partnership work). In addition, SRI will alert the NWP central office of specific, non-confidential facts (such as principal turnover) to trigger NWP offers of technical assistance to WPD sites. The Year 4 report will describe the technical assistance WPD sites received.

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APPENDIX A
RESEARCH METHODS

The National Evaluation of Writing Project Professional Development (WPD) follows an experimental design in which schools assigned to the treatment condition form partnerships with their Local Writing Project site (called partnership schools), and schools assigned to the control group delay partnership formation until the study concludes in 2011 (called delayed partnership schools). Details of our research design, including constructs to be examined, instrument development, and data collection and analysis plans were presented in our Year 1 report. This appendix describes the data collection methods, response rates, and analyses used in 2008–09. First we discuss the methods used for WPD followed by a description of the methods used for the substudy of Naturally Occurring Partnerships (NOP).

Data Collection and Analysis for WPD

In this section we discuss the administration and analysis of five quantitative instruments: teacher survey, teacher logs, on-demand writing prompts with student reflections, teacher assignments, and student work associated with those assignments. For these instruments, SRI's data collection is supported by a local site coordinator (LSC) who assists in follow-up and survey administration. We also discuss our two qualitative data collection activities: case study interviews, and quarterly partnership monitoring.

All data collection activities are conducted similarly in partnership and delayed partnership schools with two exceptions. We conduct fewer case study interviews in delayed partnership schools than in partnership schools. Additionally, since quarterly partnership monitoring is information about the partnership collected from the Local Writing Project site, it does not cover delayed partnership schools at all.

Teacher Survey

The teacher survey was designed to provide a schoolwide look at how much and what types of writing students do across the content areas, teachers' attitudes and beliefs about writing, their participation in writing professional development, their perception of their professional community, their school context, and their backgrounds.

Sample and Response Rates. In spring 2009 we surveyed all certified staff (over 1,800 people) from the 39 schools in the WPD study. Certified staff included anyone who held a credential that would enable them to provide instruction to students including teachers, assistant principals, guidance counselors, instructional coaches, and some librarians. We did not include principals, support staff, or paraprofessionals. Thirty-four schools had response rates of 80% or higher, ten schools had a 100% response rate, and the average school response rate was 90%.

Administration. Beginning in early spring 2009, researchers contacted each partnership and delayed partnership school to obtain an up-to-date roster of all certified staff. The survey was distributed in hard-copy format to all certified staff. The data collection window was 9 weeks from early March to the beginning of May. Each school determined its own administration plan, often facilitated by the LSC. Upon completion, respondents sealed the survey in an envelope preprinted with their name on the outside and returned it to the LSC who tracked respondents. The LSC returned the surveys to SRI.

Data Preparation and Analysis. Surveys were stripped of identifying information (other than alphanumeric ID codes) and scanned. The scanning process captures an image that SRI stores in addition to the paper file. Data from each survey were compiled into a data file with a unique identifier for each individual linked to his or her school.

The first analytic step was to run descriptive statistics on survey items to understand how they are manifested in partnership and delayed partnership schools. In addition to original items from the survey, factor analysis and reliability analysis were also conducted to develop scales on the following teacher practices:

1. Staff members' own writing practices
2. The variety of ELA-oriented genres that students use in class writing
3. The variety of content-oriented genres that students use in class writing
4. Class time devoted to four key writing processes
5. Student engagement with writing processes.

Next, analyses were conducted to compare partnership and delayed partnership schools on the survey items and on the constructed factors.

Due to the nested nature of the data (teachers nested within schools), hierarchical modeling was applied to test the differences between partnership and delayed partnership schools on the survey items. For each survey item or factor, a two-level hierarchical model with teacher and school levels was posited, with the survey item or factor as the outcome at the teacher level and partnership identification as a predictor at the school level. The coefficient of the partnership identification indicates the difference between partnership and delayed partnership schools on the survey item or factor, taking the nesting of teachers within schools into consideration. A hierarchical linear model was posited for continuous variables and a hierarchical model with logit link function was used for dichotomous variables with "yes" and "no" answers.

To take the nested nature of data into consideration and to be consistent with the above described testing of difference, hierarchical modeling was also applied to describe the values or proportions of the survey items and factors. For partnership and delayed partnership schools separately, a simple hierarchical model was posited with each survey item or factor as the outcome with no predictors. The estimated intercept represents the value of the partnership or delayed partnership schools on the survey item or factor, taking the nesting of teachers within schools into consideration. For dichotomous items, the intercept from the logit link function is in logits, which is transferred to proportion for interpretation.

Analyses were also conducted to investigate whether receiving 30 or more hours of writing professional development was related to the teacher practice factors listed above. For each outcome indicator, a two-level hierarchical model with teacher and school levels was posited, with the outcome indicator as the outcome at the teacher level and whether the teacher received 30 or more hours of writing professional development and whether the teacher taught ELA as teacher-level predictors, as well as partnership school identification for the teacher as a predictor at the school level. The coefficient of receiving 30 or more hours of writing professional development indicates whether receiving 30 or more hours is related to better outcomes compared with having fewer than 30 hours.

To adjust for prior practices of the teachers, 2007–08 survey data were merged into the 2008–09 data (for the 77% of the 2008–-09 sample that also had data from 2007–08). We conducted analyses where 2007–08 practice was added as a predictor for each of the 2008–09 practices in the above

described models. In these analyses, the coefficient of receiving 30 or more hours of writing professional development indicates the effect of receiving 30 or more hours on teacher practices controlling for teachers' prior practices.

Teacher Log

To acquire more detailed information on ELA teachers' instructional practices, we gathered instructional logs from seventh- and eighth-grade ELA teachers. The logs were designed using methods piloted in SRI's evaluation of the Gates Foundation schools (Mitchell et al., 2005) and patterned after logs developed by Rowan and his colleagues (Rowan, Camburn, & Correnti, 2004). The logs asked teachers to describe their learning goals for students, the purposes for which students engaged in writing, collaboration in writing, students' use of models to guide writing, and amount of time students spent engaged in different aspects of the writing process.

Sample and Response Rates. Several data collection instruments (teacher log, teacher assignment, student work, writing prompt and reflection) focused exclusively on one target class of seventh- and eighth-grade ELA teachers, meaning that these data are collected only by these teachers and in only one of their classes. In 2008–09, there were 165 participating teachers. Across the 39 schools, the average response rate on the teacher log was 93%. Five schools had response rates lower than 80% and 27 schools had a 100% response rate.

Administration. In 2008–09 we administered the teacher logs to teachers two times, roughly fall and spring.[1] At each administration, teachers had a 2-week window in which to complete the log. The data collection weeks were determined by SRI, based on the school calendar. Teachers were asked to report on 5 consecutive days of typical instruction, which constituted one booklet of teacher logs. SRI asked teachers to exclude field trips and standardized testing required by district or state. The log included two questions about the target class as a whole and the remaining questions focused on a target student, selected by the teacher, who fell within the achievement quartile determined for the teacher by SRI. To mitigate the effects of instructional differentiation for students at different performance levels, SRI asked teachers to focus on one student from one of four performance levels for each log booklet.

Data Preparation and Analysis. The data preparation process was identical for the teacher log and the teacher survey (described above). Teacher log files were merged with survey data for quantitative analysis. We ran descriptive statistics for the partnership and delayed partnership schools for each item, and then ran comparisons to tests for differences in responses by treatment group.

Teacher Assignments

Teacher assignments provide us with a lens into how teachers organize opportunities for students to learn how to write. Over the course of the 2007–08 school year, we solicited four assignments in seventh- and eighth-grade ELA teachers' target class. Teachers selected assignments that they felt represented students' best opportunity to demonstrate their writing proficiencies. Per the study design, in 2008–09 we did not collect teacher assignments but will collect them again during 2009-10 and 2010–11. The analytic procedures are described in reports where the data is presented. The Year 2 Report (Gallagher et al., 2009) describes the analysis of teacher assignments from 2007–08.

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[1] In 2007–08 SRI collected booklets of teacher logs at four points during the school year. Based on our analysis of the logs, we reduced the number of logs we requested of teachers to two in 2008–09.

Student Work

SRI collected naturally occurring student work (i.e., work linked to the teacher assignments described above), two times during 2007–08 from seventh- and eighth-grade ELA teachers' target class. The student work broadened our measurement of students' writing skills by demonstrating the extent to which students used best writing practices in their work. Per the study design, in 2008–09 we did not collect student work but will collect them again during 2009–10 and 2010–11. The analytic procedures are described in reports where the data is presented. The *Report on Baseline WPD Teacher Assignments and Student Work* (Murphy, Gallagher, Hafter, 2010) describes the analysis of student work from 2007–08.

On-Demand Writing Prompts and Reflection

Writing prompts are a direct measure of student writing proficiency that uses the National Writing Project (NWP) library of writing prompts and capitalizes on recent work with the scoring rubrics and scoring methods that apply to them. We administered two NWP writing prompts to students of seventh- and eighth-grade ELA teachers at the beginning and end of 2008–09. Students' responses to writing prompts will be scored by NWP experts in summer 2011.

Reflections are assigned to students within three days of completing their writing prompt. They are intended to capture students' own analyses of the strengths of their writing and aspects they would revise if they were given the opportunity. SRI scored the student reflections for 2008–09 in summer 2009 and will report on these data (along with the data from scoring of writing prompts) in our final report.

Sample and Response Rates. Writing prompts and reflections were collected from students in seventh- and eighth-grade ELA teachers' target class. Across the 39 schools in our study our average response rate was 97%. Only two schools had response rates lower than 80%, and 32 schools had a 100% response rate. All or almost all of the students in the 165 participating ELA teachers' target classes completed writing prompts, and of these, the work of eight students were selected at random for a total of approximately 1,300 students.

Administration. In 2008–09, teachers administered writing prompts and reflections to their target class in fall and again in spring. SRI's on-demand writing prompts included four matched sets so that students received the same type of prompt in the spring as in the fall. For example, if a student received an expository persuasive letter in the fall, she would receive the same type of prompt in the spring. In fall teachers were instructed to randomly distribute the four prompts across the students in the class as evenly as possible, making note of which student had which prompt. Based on their fall prompt, SRI assigned students to prompts for the spring administration and prepared individual packets for each student. SRI provided teachers with extra spring prompts for students new to the class since the fall writing prompt administration. The student reflections are the same for each student and the same in fall and spring. In both fall and spring, students wrote on the prompt and returned it to the teacher at the end of the period. Within 3 days, the teacher gave the prompts back to students to ask them to read their response and write a reflection on their work in response to a standard reflection prompt. When developing their reflection, students were instructed not to revise their original response to the writing prompt.

Data Preparation and Analysis. SRI culled out only those prompts for which we had matching fall and spring data. Of those we selected eight students from each target class, two of each prompt type, for analysis. Those 16 prompts and their companion reflections are the data that will be analyzed for our final report. The prompts were cleaned for any identifying information and sorted

into files that were prepared for the scoring event in 2011. SRI staff cleaned and sorted the reflections to be distributed randomly across 24 coders for coding in a summer scoring session. The specific details of this coding session and analysis will be included in our final report.

Case Study Interviews

SRI used case study data collection, including site visits and phone interviews, to develop a more nuanced understanding of the context and capacity of the WP sites, partnership schools, and delayed partnership schools in the study. Case study data provided in-depth descriptions of school context and professional development that might influence teacher and student outcomes. For example, in interviews with teachers, we explored characteristics of their professional communities; gathered information about writing instruction as well as knowledge, skills, and attitudes about writing; and gathered data about any writing professional development in which they participated. For partnership schools, the data collection on professional development included additional questions about partnership work, including aids and barriers to partnership development and their work with the Local Writing Project site.

Data collection. We collected case study data from each of the 39 schools in the WPD study at two points in 2008–09. We visited each partnership school at least once, with the exception of one school that was reconstituted in summer 2008. In the fall of 2008, we visited 11 partnership schools and 10 delayed partnership schools, and conducted phone interviews with the remaining 9 partnership schools and 9 delayed partnership schools. In the spring of 2009, we visited 15 partnership schools and 14 delayed partnership schools, and we conducted phone calls with 5 partnership schools and 5 delayed partnership schools. During these visits we interviewed the Local Writing Project site director, teacher-consultants who work on the partnership, school leaders, and teachers at the partnership school, and a sample of school leaders and teachers at the delayed partnership school. We conducted phone interviews with all partnership and delayed partnership schools and Local Writing Project sites that we did not visit.

Data analysis. Our approach to analyzing the qualitative data entailed the use of structured debriefing forms keyed to analytic categories, such as NWP and other professional development, teacher community, school and district context, and reported program effects. We first analyzed the interview data in each partnership to understand the Local Writing Project site activities and ensuing changes occurring in each partnership school. We then looked across partnerships to identify common themes or patterns that were related to the implementation and effectiveness of the Local Writing Project professional development more broadly. In comparison schools, we analyzed the interview data in a similar manner to understand the extent to which important constructs are similar or dissimilar between partnership and delayed partnership schools, and the extent to which delayed partnership schools are indirectly influenced by NWP.

We analyzed the qualitative data in an iterative manner. Before conducting the site visits, we collected and reviewed relevant documents (e.g., information about the partnership, information on school and district contexts). During the visits, site visitors discussed what they were learning in their interviews and, if necessary, revised the data collection plan to fill in any gaps, and they examined initial hypotheses. Site visitors also discussed themes that emerged that may not have been anticipated. Engaging in this analytic process while on-site served to tailor and refine data collection to capture the most important features of local partnerships. It also allowed researchers to generate and test hypotheses with respondents while still in the field. Once each visit was completed, site visitors drafted their case study reports, integrating data across respondents and documents and refining case-specific analytic themes. At projectwide debriefing meetings, teams discussed emerging

themes from each site, compared the salience of those themes across the sites, and charted confirming and disconfirming evidence for each theme. The goal of the analysis was to compare, contrast, and synthesize findings and propositions from the single cases to arrive at initial conclusions that apply to all schools or to a subset of schools.

Quarterly Partnership Monitoring

Through quarterly partnership monitoring (QPM), Local Writing Project site directors or their teacher-consultants described and documented the work of their partnerships. As this data collection effort is focused on the treatment—the partnership work—it is not collected for delayed partnership schools. QPM captured the diversity of partnership activities from sites' point of view and allowed us to define and track an initial set of dimensions along which partnership and professional development designs varied. In addition to aiding the cross-partnership analysis, these documents helped site visitors gain a deeper understanding of professional development within each partnership and served to triangulate the data gathered through interviews and the WPD teacher survey.

QPM consisted of the three components: (1) description of the content, frequency, and duration of professional development, (2) documentation of the contact hours of participating teachers, and (3) report of partnership expenditures. Together this information provided a way to gauge the site's achievement of the four partnership criteria described in the introduction of this report. In addition, Local Writing Project site directors submitted materials developed to plan the partnership professional development that best exemplified the core work of the partnership.

SRI gathered these documents at three points during the 2008–09 year: end of summer 2008, end of the fall semester, and end of the school year in 2009. Local Writing Project sites' incentives from the NWP were partially dependent upon completion of all QPM documents; each of the 14 Local Writing Project sites participating in the study completed all of their QPM forms.

Administration. In summer 2008, SRI held a series of conference calls with Local Writing Project site directors and teacher-consultants to orient them to the QPM process and documents. SRI later held one-on-one information sessions about the documents with Local Writing Project site directors and teacher-consultants throughout the fall, as requested, during case study site visits. All forms were submitted to the Local Writing Project sites in summer 2008 and again with reminder emails as submission deadlines approached.

Tracking, Confirming, and Analysis. SRI staff carefully tracked the documents and materials submitted for each partnership to aid follow-up with site directors and, ultimately, with cleaning and analysis. We followed a quality control process with each set of QPM documents. The first step was a check on internal consistency performed centrally by two researchers working together to ensure consistency across sites and over time. They confirmed that Local Writing Project sites submitted descriptions and contact hours for professional development during the time period reported and verified that the reported costs included staff salaries, stipends, and substitute costs. In the first step of the review process, SRI researchers identified inconsistencies or missing data and posed clarifying questions for site visitors. Site visitors then checked the QPM documents for alignment with their knowledge of the partnership from case study interviews and, if necessary, contacted the Local Writing Project site director to respond to any remaining questions.

Once all of the documents were received from the sites and verified through the quality control process, we created a summary file for each teacher in each school with information about the partnership professional development events they attended. Included in this file is the length of the

event and format of each event. School rosters were merged with the contact hour files, and discrepancies were addressed by contacting schools. This analysis provided us with information on how much professional development each teacher received (by format), which was then merged with the WPD teacher survey file. We also developed school-level summary files to document professional development at the school level.

NOP

The NOP substudy focuses on the development and implementation of partnerships. To address these areas, we used two data collection activities: the teacher survey and case study interviews. Appendix B describes how SRI selected a purposive sample of NOP to include in the substudy.

Teacher Survey

In spring 2009 we surveyed all certified staff (150 people) from the 5 schools in the NOP study. Four schools had response rates over 80% and schools' average response rate was 84%. The survey was identical to the one fielded in the WPD evaluation. We used similar analytic procedures to conduct descriptive statistics for this sample of schools as for the sample in the WPD evaluation. However, no statistical comparisons were made because the sample of NOP schools is not representative.

Case Study Interviews

For our NOP substudy, we visited five NOP schools and their companion Local Writing Project sites in spring 2009. During these visits we interviewed people in the same roles as for the WPD study: the Local Writing Project site director, teacher-consultants who work on the partnership, school leaders, and teachers.

The topics covered included those asked of Local Writing Project sites and partner schools during the baseline year (2007–08) and the first year of implementation (2008-09). Given the focus on understanding any differences in partnership development due to the way partnerships were initiated in WPD, several questions focused on partnership initiation and the development of the initial partnership plan. Other questions solicited in-depth descriptions of school context, teacher professional community, and professional development that might influence teacher and student outcomes. We did not collect quarterly partnership monitoring from Local Writing Project sites on their NOP schools. As a result, we asked site directors and teacher-consultants for more detailed descriptions of professional development and to provide us with logs or other documents that recorded descriptions of professional development events and participation.

Data were analyzed in an identical manner to that employed in WPD. At projectwide debrief meetings, themes that emerged in WPD schools were explored in NOP schools to address this substudy's research question.

APPENDIX B

PROFILES OF NATURALLY OCCURRING PARTNERSHIPS

During 2007–08 as we studied partnerships' planning processes, we decided with the National Writing Project (NWP) to engage in a substudy to explore how the randomized trial might have affected the nature of partnerships in the National Evaluation of Writing Project Professional Development (WPD). The substudy on "naturally occurring partnerships" (NOP) focused on partnerships that formed naturally, without the stimulus of the WPD. The substudy had one research question: "How are naturally occurring partnerships similar to and different from the partnerships participating in the National Evaluation of Writing Project Professional Development experiment in terms of their development, resources, and nature of professional development provided?"

The sample of schools and sites included in the NOP substudy were purposely selected. The NWP contacted 12 Local Writing Project sites that they believed were experienced in partnership work and 7 Local Writing Project sites responded. In addition, SRI recruited an additional Local Writing Project site based on our knowledge of the sites. The goal was to identify partnerships that were considered typical in terms of the type, scale, and quality of work. SRI selected sites that were doing middle-school work in 2008–09 and had a focus on writing. The criteria excluded one Local Writing Project site that had partnerships with elementary schools and districts, but not any school-level partnerships serving middle-grades students, and one Local Writing Project site whose partnership did not focus on writing. The final sample consisted of five partnerships in 4 Local Writing Project sites (one Local Writing Project site is also in the WPD study). Because the sample size is small and partnerships were not selected at random, these partnerships are not representative of all NOPs.

NOP Profile A

School Context

Located in a small rural town, this high-achieving middle school has a stable and experienced cadre of school leaders and teachers. As of the 2008–09 school year, the principal had been at the school for 5 years and is considered a strong, involved instructional leader. Although a large number of new teachers joined the staff in 2008–09, there typically is very little turnover among the teachers from year to year, and as a result, there is a strong sense of a professional community, with collaboration primarily taking place in grade-level teams and through informal sharing between teachers.

The school was solidly ranked at the top of the state's school system; as such, the teachers generally reported that they were not under intense accountability pressure, although improving test scores remained a goal for the school. In fact, approximately 3 years ago, the principal noticed that the gap between the school's scores and the state average was narrowing, which motivated her to pursue professional development opportunities, like the partnership with the Local Writing Project site to help her teachers raise student achievement levels. See Exhibit B-1 for characteristics of this school.

Exhibit B-1
School Characteristics of NOP Profile A

Enrollment	Grade span	Percent minority	Percent eligible for free or reduced-price lunch	Number of years made AYP in last 4 years	Teachers new to school in 2008–09[a]
402	6-8	20	45	3/4	24%

Source: State Department of Education websites for the 2008–09 school year.
[a] Data from the WPD Teacher Survey.

Local Writing Project Context

According to the Local Writing Project site director, partnership work is a "significant" piece of the site's portfolio. As she explained, each time the Local Writing Project site goes into a school, they hope that the end result is a long-term partnership as it usually takes 3 to 5 years of work with teachers to really start making changes at a school. With a strong cadre of over 50 active teacher-consultants (TCs) who have a deep understanding of the writing process and how to communicate this to others, the site appears to have ample resources for all of their partnership work.

The Partnership

Partnership Formation. Although the Local Writing Project had been working in the school for many years, the planning for the current incarnation of the partnership got underway at the end of the 2005–06 school year. At that time, as noted above, the principal noticed that the school's reading and writing scores were no longer improving as quickly as the state's, prompting her to approach the district's central office to get support for the teachers. The district assessment coordinator, who was familiar with the work of the Local Writing Project, recommended that the principal contact the Local Writing Project site. The school's initial goal was to raise test scores to remain at the top of the state's ranking system.

Planning. Planning began with a series of "get-to-know-you" meetings where the Local Writing Project site director, who would later become the teacher-consultant for this partnership, probed the principal about the school context, weaknesses she would like to address, and other topics, after which the site director came back with a proposal for the school. Once the partnership work began, the teacher-consultant invited teachers to provide feedback via evaluation forms that are completed after each professional development event. The principal and teacher-consultant then take this feedback into account as they develop plans for future professional development. The school contributed approximately $15,000 annually and made available professional development days and time during the school day.

Participation in Professional Development. From the beginning of the partnership, the principal had plans to make the professional development mandatory for both academic and nonacademic teachers at the school, although she rolled out participation in stages. She began by requiring teachers of more text-based content areas (e.g., English/language arts, science, and social studies) to participate. Each year, she expanded required participation to include additional subjects (e.g. math). In the third year, the PE and band teachers, along with all teachers in all 'academic' subjects, were required to attend at least one or two professional development workshops. As a result of this participation strategy, close to 100% of the teachers have participated in some Local Writing Project professional development. Teachers of the core academic subjects (English/language arts, science, social studies, and mathematics) participated in more professional development than noncore teachers.

When asked why she made participation mandatory for *all* teachers, the principal said that Local Writing Project professional development was relevant and developmentally appropriate for middle-school students. She added that she believed that the strategies and skills presented by the teacher-consultant were easily adaptable and transferrable to any content area and that the school would be "missing out" if it did not include every teacher. To ensure that teachers in all the content areas are indeed implementing what they have learned from the Local Writing Project professional development, the principal regularly monitors lesson plans and conducts classroom observations of the participating teachers.

Focus and Format of Professional Development. In the first year of the partnership, the plan included full-day workshops and demonstrations in the classroom focused on writing process strategies—fairly typical professional development offerings at this Local Writing Project site. Based on teacher feedback, however, in subsequent years, activities shifted from these full-day workshops and demonstrations to more classroom observations and one-on-one support sessions with the teachers on curriculum development. The content of the one-on-one professional development is teacher-driven and varies by teacher. As a result, the teacher-consultant's role shifted from being a "teacher" of the teachers to more of a "facilitator" who serves as a resource for the teachers. The professional development happens fairly frequently, beginning with a few days at the start of the year and at least two observations each semester.

Reported Outcomes. Three years into the current partnership with the Local Writing Project site, practices learned from the Local Writing Project site appear in many classrooms. As a result of the workshops, the principal and teachers, with facilitation from the teacher-consultant, developed a set of guiding principles for lesson planning to align classroom activities with the school goals. The impetus for creating these principles came out of the teacher-consultant's observations of the teachers. Teachers from across the content areas said that they have been at least willing to give the strategies a try and gave evidence of changes they have made in their practice. There were, however, still reports of some residual resistance, particularly among the noncore teachers. The principal also credited the partnership work with improvements to the school climate: teachers are sharing and planning together more, and relationships have improved.

NOP Profile B

School Context

Located in a low- to middle-income urban community, the school is characterized by a friendly teacher community and relatively new leadership. Consistently making AYP for the past few years, the school is under little accountability pressure, and writing instruction is not driven by test preparation practices.

The principal, in her second year, arrived a year after the start of the partnership. Still in the process of understanding school needs and context, the principal had not yet pushed any new initiatives or goals on teachers. This lack of new initiatives left space for the continuation of the status quo, including Local Writing Project partnership activities. See Exhibit B-2 for characteristics of this school.

Exhibit B-2
School Characteristics of NOP Profile B

Enrollment	Grade span	Percent minority	Percent eligible for free or reduced-price lunch	Number of years made AYP in last 4 years	Teachers new to school in 2008–09[a]
391	6-8	28	46	3/3	3%

Source: State Department of Education websites for the 2008–09 school year.
[a] Data from the WPD Teacher Survey.

Local Writing Project Context

The Local Writing Project site was well established, with 50 active teacher-consultants and a history of partnering with schools and districts. In addition to running typical Local Writing Project activities—Invitational Summer Institute (ISI), Open Institute, and Young Writers Camp—"embedded institutes" have been a large focus of their work. Embedded institutes are fairly intensive professional development done at the school site, with the basic features of an ISI: participant writing, exposure to research, and sharing and reflecting on teacher practice. The site prefers not to do what they consider typical inservice work, but generally prefers to run embedded institutes, which form the basic model for the site's partnership work. The site had six partnerships, including the case study partnership, in 2008–09.

The Partnership

Partnership Formation. The initial formation of the partnership was facilitated by two factors: external funding from federal grants that supported the work, and a small group of teacher advocates at the school. Initial funding came through a federal Title II grant, which provided funding for five teachers from the case study school to attend a 2-week institute in the summer of 2006. Teachers returned enthusiastic about the professional development and with a desire to continue their work with the Local Writing Project site. At the same time, the assistant superintendent obtained a federal Comprehensive School Reform (CSR) grant and was looking for a partner. The Local Writing Project site fulfilled that role and brought their embedded institute model to the school.

Planning. The Local Writing Project site appears to have imported an embedded institute with participating teachers determining the topics for lesson idea sharing and books for their reading group, a model which is fairly typical for the Local Writing Project site. The district's CSR funding provided for an intensive level of support during the first year, including a teacher-consultant to work full-time facilitating two partnerships (of which this was one), stipends for teachers participating in the embedded institute, and resources for a small group of teachers to organize a binder of teacher-created instructional strategies.

The second year of the partnership was marked by two fundamental changes. First, the external funding ended. While teachers remained enthusiastic about working with the Local Writing Project site, no stipend was offered to teachers for participation and the teacher-consultant's time was no longer dedicated to the partnerships. She returned, full-time, to a classroom in a neighboring district. Second, the school lost the principal who initiated the partnership. While the new principal agreed to provide some funds to continue the partnership, the principal never fully engaged, rarely attended professional development events and let the teachers drive the partnership work.

At the time of our visit in 2008–09, all teachers participating in professional development participated in planning, and a smaller set of teacher facilitators (three in 2008–09) were most active, meeting monthly with the teacher-consultant to update her and, if necessary, course correct. By early

spring 2009, the teacher facilitators and teacher-consultant had already begun planning for 2009–10 and were discussing strategies to broaden participation while deepening the work for returning participants. As is described below, the principal was not participating in planning work for 2009–10.

Participation in Professional Development. In the first year of the partnership 20 teachers (50%) participated in approximately 90 hours of professional development. Only about 9 teachers participated in the second year of the partnership; these teachers received 45 hours of professional development. An additional three teachers participated in other aspects of professional development during the second year of the partnership, bringing the overall participation rate up to 30% of the staff. In the third year (2008–09), 20% of teachers received about 45 hours or more of professional development.

Focus and Format of Professional Development. The professional development work across all 3 years has followed the Local Writing Project site's typical model for an embedded institute but with a reduction in intensity after the first year. In the first year, teachers met weekly in the mornings and after school, and attended a couple of day-long events. However, the drop in funding as well as teacher burnout led to a reduction in the total professional development hours. Nonetheless, the work in later years used similar activities(i.e., book study, journaling and lesson idea sharing) and retained its original overarching goals (i.e., to connect teachers to expert ideas about writing instruction and empower teachers to recognize and share their own expertise). One major change due to the reduction in funding is that the original teacher-consultant no longer leads most activities, though she plans them with teachers who have received over 100 hours of professional development from the site. Over time, professional development has shifted to focus more heavily on teachers sharing lesson ideas with each other, looking at student work from the lesson, and book studies.

Reported Outcomes. As the partnership began the end of its third year, there were varying perspectives on the outcomes of the partnership. Most participating teachers reported trying-out the instructional strategies presented in the professional development in the classroom. Among the core of eight or so teachers who had consistently worked with the Local Writing Project site, there was a strong allegiance to the Local Writing Project and self-reports of change in practice, though the depth of the change in their practice is unclear. In addition to teachers changing their instructional practices, the partnership created a space for collaboration around writing instruction for eight teachers, which would not have existed otherwise, and connected them to research and resources on writing. The principal, however, doubted the partnership's schoolwide impact because participation rates had fallen to about 20% of the teachers. The principal seemed to be ready to let go of the partnership, because she wanted increasingly scarce resources to be shared among the entire staff.[1] The lack of support from the new principal as well as a growing fatigue around the intensity of the professional development model seemed to indicate that the partnership may have run its course.

NOP Profile C

School Context

This mid-sized middle school is located in an urban area. The student body is diverse, and no particular subgroup stands out. The school houses Chinese and Spanish immersion programs that

[1] The state had frozen professional development spending and the teachers' union had just agreed to a pay cut in hopes of preventing layoffs.

have drawn middle-class families to the school. The school is not under accountability pressure; they met AYP 4 of the last 4 years. While the current administration appears to be stable, previously there had been a lot of principal turnover. There were four different principals during the 6 years the teacher-consultant worked at the school. See Exhibit B-3 for characteristics of this school.

Exhibit B-3
School Characteristics of NOP Profile C

Enrollment	Grade span	Percent minority	Percent eligible for free or reduced-price lunch	Number of years made AYP in last 4 years	Teachers new to school in 2008–09[a]
531	6-8	44	45	4/4	29%

Source: State Department of Education websites for the 2008-09 school year.
[a] Data from the WPD Teacher Survey.

Local Writing Project Context

Merging technology with writing is the major focus of this Local Writing Project site. The Local Writing Project sees technology as a vehicle for engaging students in writing. As such they seek to build a cadre of Technology teacher-consultants in addition to the more traditional Local Writing Project teacher-consultants. The site does not expect schools or districts to fund partnership work; rather it talks to schools, identifies potential funding sources, and then collaborates around a proposal. They focus on high-needs schools in particular because the grants they receive are from organizations interested in high-needs schools and students. According to the Local Writing Project site director, partnership work is very common at the site. The site staff is very stable. Both the site director and the teacher-consultant that worked at this partnership school have been there for well over a decade.

The Partnership

Partnership Formation. The Local Writing Project's need to find a school that met their grant guidelines was the driving force behind the formation of the partnership. The Local Writing Project site needed a Title I middle school-high school pair that fit the grant criteria. They approached the school and it agreed to participate.

Planning. During the 6 years the Local Writing Project site worked with the school, there never appeared to be a formal co-planning process. The Local Writing Project site brought the agenda (teaching technology) to the school as part of the proposal-writing process, provided the resources, and offered professional development. Over time, the lack of ongoing joint planning created some challenges for teachers' implementation of ideas presented in the professional development because the school did not keep computers operational and available for the uses the Local Writing Project had envisioned.

As mentioned above, the school had multiple principals over the course of the partnership. As a result, determining the principal's role in the partnership was difficult. It appears that the principals allowed the teacher-consultant to work directly with teachers to plan the professional development. The teacher-consultant presented the teachers with options of types of technology they could learn about (i.e., Garage Band, Inspirations), and the teachers gave their preferences. Later, as the teacher-consultant became interested in new technology she would bring it to the school and teach the teachers how to use it. Grants secured by the Local Writing Project supported the staffing costs related to the partnership and part of the purchase of a class set of laptops. The school funded the

purchase of the remaining laptops for a class set; it did not cover staff costs or provide teacher time during the contract day.

Participation in Professional Development. In order to recruit participants for the workshops, the teacher-consultant talked to influential teachers and asked them to spread the word. The principal suggested this recruitment strategy when the teacher-consultant had difficulty recruiting teachers for the initial professional development. Teachers were given money for substitutes and given stipends or college credit for attending after-school workshops. We were unable to obtain reliable estimates of the percentage of teachers who participated in the partnership in its early years. However, we did learn that a core of three teachers (10% of the faculty) participated in most of the workshops over the years, and at least half of the staff participated in at least some Local Writing Project professional development.

Focus and Format of Professional Development. The partnership focused on introducing teachers to computer programs that incorporated writing by first introducing teachers to computers and then to increasingly more sophisticated technology. The professional development consisted of stand-alone workshops that were connected by their focus on technology. Each workshop consisted of the teacher-consultant modeling a specific technology and walking the teachers through how to use it. There did not appear to be any analysis of teaching and learning nor any work on writing processes. If the teachers had follow-up questions, the teacher-consultant addressed questions via emails, modeling lessons, and visiting classrooms.

As time went on, the teacher-consultant supported teachers to develop leadership skills, including learning how to present to other teachers and write grant proposals. For example, she helped develop a few teachers' ability to present to other teachers by inviting them to do so at events at the university, at other professional development events, and in a nearby school. Likewise, she helped a teacher learn to write grant proposals in an effort to get funding to buy more computers for the school.

Reported Outcomes. The partnership work built teacher-leaders at this school. The teacher-consultant cultivated three teacher-leaders by working with them to share what they learned in workshops at other schools and at conferences, and in writing grants to bring other technology resources into the school. The main change in teachers' practice appeared to be an increased comfort in using technology. One teacher in particular talked about overcoming her fear of using computers and really enjoying working with them. However, many teachers were frustrated by the lack of access to technology to implement their new learning.

NOP Partner Profiles D and E

Two schools in the NOP substudy partnered with the same Local Writing Project site. First, we present the Local Writing Project site context and then the profiles of each partnership.

Local Writing Project Context

The Local Writing Project site has been in operation for nearly 30 years and has a history of working with the local district to provide professional development through partnerships. The partnership model is to help create "writing intensive schools" through a two-pronged approach, including a teacher-consultant on site typically 2 days per week and after-school courses or workshop series. As part of their model, the site prefers to work with teachers who volunteer for professional development. The site director expressed their ideal participation by saying, "We do not work with anybody who does not want to work with us. … This is an invitation.…We're not there to fix anybody and can't fix anybody. … It won't work." The site director recognized that in some of their

partnerships principals made recommendations about which teachers should participate that, in effect, made participation almost mandatory for some individuals.

In 2008–09, the site had great capacity to support partnership work. It had approximately 100 teacher-consultants in its pool, with 45 active at the time of our site visit. Sixteen of the teacher-consultants were full or part-time and served the function of providing on-site professional development during the school day. To support those teacher-consultants, the site director held an all-day meeting once a week that most of the full-time teacher-consultants attended to discuss their partnership work. This time allowed the teacher-consultants to share ideas with each other and institutionalize a shared philosophy around their model.

Partnership D

School Context. Located in an urban environment, this school serves middle grades (7–8) as part of an elite magnet program in which students enroll through a competitive application process. The school also serves grades 9–12 in a traditional high school program that students enter through the district's lottery process.

Leadership at the school has remained consistent over the past 4 years. The principal provides the teachers with a great deal of decision-making authority. For example, to increase student attendance and achievement, a group of ninth-grade teachers assumed leadership over the "programming" committee. They changed the master schedule, heterogeneously grouped the students, and created cohorts in 9th and 10th grades (11th grade will move to cohorts in 2009–10). Another group of teachers formed an advisory committee and created an advisory system and curriculum.

Having met AYP in each of the last 3 years, the school is not facing pressure due to external accountability systems. The Local Writing Project is the only schoolwide professional development currently at the school. See Exhibit B-4 for characteristics of this school.

Exhibit B-4
School Characteristics of NOP Profile D

Enrollment	Grade span	Percent minority	Percent eligible for free or reduced price lunch	Number of years made AYP in last 4 years	Teachers new to school in 2008–09[a]
531	7-12	86	72	3/3	19%

Source: State Department of Education websites for the 2008–09 school year.
[a] Data from the WPD Teacher Survey.

Partnership Formation. The partnership formed in 2006–07 as a result of serendipitous circumstances and the site's strong reputation in the district. The principal asked for teacher input on the type of professional development he should fund with the school's Title I dollars. After a chance meeting with an individual from the Local Writing Project site's leadership team, the school's parent liaison suggested partnering with the Local Writing Project. One teacher was already aware of and supportive of the Local Writing Project and encouraged the principal to pursue a partnership. The principal hoped the partnership would lead to an increase in students' test scores and graduation rates. The site's goal was to support the development of a "writing intensive" school.

Planning. Building upon the site's model, the principal originally agreed to pay for 1 year of work with the Local Writing Project using federal categorical funds. The plan included an on-site teacher-consultant who provided individual coaching two days per week, two 20-hour afterschool workshop series, one per semester, and a whole-staff professional development workshop once per semester. To introduce the staff to the Local Writing Project, the teacher-consultant spent a day at the school

talking to the teachers and learning about their particular needs. Planning for the rest of the year happened more informally, with the teacher-consultant offering teachers topics to select for the workshops, talking with teachers during the workshops or individual coaching sessions, and observing classes. He constantly noted teachers' needs and provided support that teachers' reported was helpful based on that information. For example, the teacher-consultant was considering modifying the workshop series for 2009–10 to enable more teachers to participate (many could not commit to an entire semester) and to cover more topics. Instead of two 20-hour workshops, he may conduct four 10-hour workshops.

Participation in Professional Development. The structure of the professional development enabled all teachers to work with the teacher-consultant. All teachers minimally participated in the whole-staff professional development, and the majority also participated in the coaching sessions or workshop series. In 2008–09, of the 33 teachers on staff, 13 (39%) received over 30 hours of professional development. The site strategically worked to increase buy-in across the school by including some of the most influential staff early on. For example, the teacher-consultant worked extensively with the group of teachers who had assumed more leadership in the school and created the 9th- and 10th-grade cohorts. The leader of this group worked closely with the teacher-consultant from the beginning and participated in both workshop series this year. By nearly all accounts, the teacher-consultant's manner and skills made teachers respect him and want to work with him.

Focus and Format of Professional Development. The purpose of the partnership is to create a writing-intensive school. In 2008–09, after-school workshops focused on the theory behind writing and building teachers' understanding of what good writing is (through reading articles and engaging in writing themselves) and practical aspects of writing instruction based on participants' interests. The teacher-consultant customized the professional development in response to teachers' needs. The nature of his individual work with teachers varied from helping with specific projects (e.g., creating a rubric for a math research project) to providing ongoing support in writing lesson plans and identifying activities that incorporate writing, and through co-teaching and modeling.

Reported Outcomes. Nearly all teachers felt their work with the Local Writing Project has changed their practice. They reported that the teacher-consultant gave them new, nontraditional ideas for increasing the amount of writing in their instruction and the variety of writing students do. Teachers are viewing writing as a tool for learning and are using sophisticated strategies for doing so, even in non-ELA classrooms.

All partners also attribute improvements in student performance to the Local Writing Project. In fact, the principal plans to continue to fund the partnership at the current level for the foreseeable future because he has been impressed by the growth in student achievement scores since partnership began.

Partnership E

School Context. This school participates in a national model designed for historically underserved populations to earn college credit while completing high school. In 2008–09, it served grades 6-9, with plans to add a grade each year until it serves grades 6-12. The school targets first generation Americans and English language learner (ELL) students and currently has a very long waiting list.

At the time of our visit, the principal had very clear goals for the school and a strong instructional vision that included writing across the curriculum, with the belief that writing will help students understand the concepts in any content area. Teachers respected the principal and willingly followed her direction regarding instructional practice; at the same time, they felt they were granted a great

deal of autonomy in their classrooms and had a voice in school decision-making. Teachers felt very little accountability pressure because, following their school model, they push their students above the academic level assessed on state tests.

The school received discretionary funds from the district for professional development. As part of their school model, the school received additional funding for professional development (which it used to increase the teacher-consultant's time on campus) and for a program that sends its middle grades students for 1- or 2-week courses at the local college; the eighth-grade students took a college writing course (which is not part of the partnership). See Exhibit B-5 for characteristics of this school.

Exhibit B-5
School Characteristics of NOP Profile E

Enrollment	Grade span	Percent minority	Percent eligible for free or reduced price lunch	Number of years made AYP in last 4 years	Teachers new to school in 2008–09[a]
242	6-9	85	65	3/3	26%

Source: State Department of Education websites for the 2008–09 school year.
[a] Data from the WPD Teacher Survey.

Partnership Formation. The principal sought the Local Writing Project's support after the school's first year when students' scores for reading and writing were not as high as the principal would have liked. The principal was familiar with the Local Writing Project based on her prior experience in the district. The principal contacted the Local Writing Project site to discuss professional development to facilitate writing across the curriculum.

Planning. The initial planning occurred between the principal and the Local Writing Project site. Building off of the site's traditional model, the school contracted to have an on-site teacher-consultant 1 day per week (the school could not afford the model-recommended 2 days per week) and after-school workshops once a month for the entire staff. The plan for the first year (2007–08) was for the teacher-consultant to slowly build relationships with teachers, with the hope that interest in working with her would eventually spread to all teachers through word of mouth. The school paid teachers a stipend for attending the after-school workshops.

Participation in Professional Development. The entire staff participated in the after-school workshops (about 10) on integrating writing into the curriculum. In 2008–09, approximately 20% of the staff received 30 or more hours of professional development. The first group of teachers who worked regularly with the teacher-consultant was recommended by the principal and included the ELA teachers and a social studies teacher new to the school. Teachers reported being introduced to the teacher-consultant as someone they could all work with, and most felt like they had a choice. In the second year, some of these teachers chose to continue working regularly with the teacher-consultant; new teachers also began meeting with her, at the recommendation of the principal. Some teachers worked with the teacher-consultant consistently every week, others worked with her when they had a particular need or when their schedules allowed, and others started working with her halfway through the year after they saw the effect of her work on other teachers' practice.

Focus and Format of Professional Development. During her day at the school, the teacher-consultant held appointments with teachers each period, usually during their planning periods, and helped them plan lessons or come up with activities that incorporate writing. In addition, the teacher-consultant co-taught and modeled lessons. During any free periods, the teacher-consultant walked the halls to reach out to other teachers who might need her help.

The topics of the monthly after-school workshops were determined by the principal and the teacher-consultant based on their observations of teachers' classrooms. Topics included the creation of a scope and sequence, on-demand writing, and how to grade writing on student papers across the content areas.

The teacher-consultant kept the principal involved by providing her with a log of her work with each teacher. The principal and the teacher-consultant had a very strong relationship; the principal reported that she supports the teacher-consultant completely and vowed to do whatever she needed to maintain the partnership and get the buy-in of all teachers. About the future of the partnership, the principal said, "You just need more of the partnership and a consistency of it. Whatever we have to do I will find the money to pay her for at least one day."

Reported Outcomes. In the 2 years of the partnership, teachers already reported change in their classroom practice. Change appeared to be deepest in non-ELA classrooms. Although ELA teachers said their lessons and assignments improved as a result of their work with the teacher-consultant, they felt that the nature of their teaching did not alter very much. Non-ELA teachers, on the other hand, experienced a real shift in the types of assignments they gave their students and incorporated more writing into their classes.

APPENDIX C
TECHNICAL APPENDIX

This appendix provides supplemental information for all *statistical comparisons* presented in the main report. The exhibits in this section are organized by chapter and numbered for the appendix (C) followed by the chapter in the main body of the report to which the data refer (chapters 4, 5, or 6).

Exhibits C-4.1 through C-4.4 present survey data describing participation in writing professional development. The *p*-values reported correspond to tests of the significance of the difference between individuals in partnership and delayed partnership schools.

Exhibit C-4.1
Percentage of Staff Presenting Professional Development in Writing

	Partnership	Delayed Partnership	*p*-Value
All Staff	14%* *-1.79* *(0.16)* *n* = 857	9%* *-2.28* *(0.15)* *n* = 805	0.02
ELA Teachers	25% *-1.11* *(0.16)* *n* = 197	18% *-1.53* *(0.20)* *n* = 195	0.10

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: WPD Teacher Survey Question 3

*$p < 0.05$

Exhibit C-4.2
Survey Data for Exhibit 10:
Percentage of Staff Participating in Writing Professional Development

	Partnership	Delayed Partnership	*p*-Value
All Staff	62%* *0.47* *(0.24)* *n* = 805	31%* *-0.81* *(0.22)* *n* = 745	<.0001
ELA Teachers	88%* *1.98* *(0.31)* *n* = 191	52%* *0.08* *(0.25)* *n* = 179	<.0001

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: WPD Teacher Survey Question 5

*$p < 0.05$

Exhibit C-4.3
Survey Data for Exhibit 14:
Average Duration (Hours) of Writing Professional Development for Participating Staff

	Partnership	Delayed Partnership	*p*-Value
All Staff	22.63* (1.43) *n* = 440	12.94* (1.13) *n* = 251	< .0001
ELA Teachers	30.26* (2.21) *n* = 180	12.08* (1.01) *n* = 105	< .0001

Source: WPD Teacher Survey Question 5
*$p < 0.05$

Exhibit C-4.4
Survey Data for Exhibit 15:
Percentage of Staff Receiving 30 or More Hours of Writing Professional Development

	Partnership	Delayed Partnership	*p*-Value
All Staff	12%* *-2.03* *(0.17)* *n* = 805	2%* *-3.75* *(0.30)* *n* = 745	< .0001
ELA Teachers	26%* *-1.04* *(0.23)* *n* = 225	4%* *-3.25* *(0.36)* *n* = 214	< .0001

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.
Source: WPD Teacher Survey Question 5
*$p < 0.05$

Exhibit C-5.1 presents data on the content of professional development. The *p*-values reported correspond to tests of the significance of the difference between individuals in partnership and delayed partnership schools.

Exhibit C-5.1
Survey Data for Exhibit 21:
Participant Reports of Major Foci of Writing Professional Development

		Partnership	Delayed Partnership	*p*-Value
Improving student skills and knowledge of planning and prewriting strategies (brainstorming, generating and organizing ideas, identifying purpose and audience)	All Staff	51%* *0.051* *(0.13)* *n* = 430	39%* *-0.43* *(0.15)* *n* = 248	0.01
	ELA Teachers	62%* *0.48* *(0.21)* *n* = 159	42%* *-0.34* *(0.23)* *n* = 95	0.01
Improving student skills in drafting, revising, and editing text (for meaning, clarity, sentence structure, word choice)	All Staff	41%* *-0.37* *(0.13)* *n* = 428	30%* *-0.83* *(0.15)* *n* = 246	0.02
	ELA Teachers	53%* *0.13* *(0.21)* *n* = 158	35%* *-0.61* *(0.22)* *n* = 94	0.02
Improving student skills for analyzing models of good writing and applying insights to their own text	All Staff	39%* *-0.45* *(0.16)* *n* = 429	25%* *-1.12* *(0.15)* *n* = 244	< 0.01
	ELA Teachers	47%* *-0.11* *(0.18)* *n* = 158	33%* *-0.71* *(0.22)* *n* = 94	0.03
Improving collaboration among teachers on writing instruction (either within a single subject or grade level or across the curriculum)	All Staff	40%* *-0.40* *(0.14)* *n* = 431	25%* *-1.10* *(0.19)* *n* = 244	< 0.01
	ELA Teachers	42%* *-0.33* *(0.16)* *n* = 158	23%* *-1.24* *(0.25)* *n* = 93	< 0.01

Exhibit C-5.1 (continued)
Survey Data for Exhibit 21:
Participant Reports of Major Foci of Writing Professional Development

		Partnership	Delayed Partnership	*p*-Value
Learning about writing by writing yourself and revising your own work with other teachers	All Staff	26%* *-1.06* *(0.17)* *n* = 430	14%* *-1.85* *(0.19)* *n* = 243	< 0.01
	ELA Teachers	30%* *-0.84* *(0.24)* *n* = 158	13%* *-1.92* *(0.31)* *n* = 94	0.01

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: WPD Teacher Survey Question 6

*$p < 0.05$

Exhibits C-6.1 reports data from factor analyses of survey items. It presents the sum of the scores on the factor, the standard deviation of the sum, and the number of respondents used in the factor analysis. The *p*-values reported correspond to tests of the significance of the difference between individuals in partnership and delayed partnership schools. Beneath each table, we list the content of items that make up the scale and report the Cronbach's alpha (α) to indicate the internal reliability of each factor. The item is a five-point scale (0-4), with a maximum sum of 40.

Exhibit C-6.1
Survey Data for Exhibit 23:
Staff Members' Own Writing Practices

	Partnership	Delayed Partnership	*p*-Value
All Staff	7.41 (0.44) *n* = 840	7.35 (0.53) *n* = 802	0.97
ELA Teachers	10.91 (0.79) *n* = 195	9.65 (0.73) *n* = 195	0.26

Source: WPD Teacher Survey Question 19

Items: Wrote a poem, story, or other creative writing project; Wrote research papers or other nonfiction documents; Wrote in a log, web log (blog), or journal; Participated in a writing group; Shared unfinished writing with your students; Shared unfinished writing with someone other than your students; Gave feedback to another adult on something they have written; Revised your own writing on the basis of feedback received from others; Shared your finished writing with your students; Submitted a piece of writing for publication or had a piece of work published.

α = 0.84

Exhibits C-6.2 through C-6.5 report data from factor analyses of survey items. They present the average score on the factor, the standard deviation of the score, and the number of respondents used in the factor analysis. The *p*-values reported correspond to tests of the significance of the difference between individuals in partnership and delayed partnership schools. Beneath each table, we list the content of items that make up the scale and report the Cronbach's alpha (α) to indicate the internal reliability of each factor. All items are a six-point scale (0-5), with a maximum average of five.

Exhibit C-6.2
Variety of ELA-Oriented Genres Assigned in Class

	Partnership	Delayed Partnership	*p*-Value
All Teachers	1.53 (0.08) *n* = 746	1.59 (0.10) *n* = 708	0.68
ELA Teachers	2.73 (0.07) *n* = 197	2.65 (0.10) *n* = 195	0.55

Source: WPD Teacher Survey Question 27

Note: These genres are not exclusive to ELA classes.

Items: To express themselves creatively (e.g., a poem, story, or play); To recount a story or event through narrative; To make an argument intended to persuade others; To gain practice with writing mechanics within students' own writing; To gain practice with particular forms of writing (e.g., letter writing); To gain practice with forms of writing encountered on standardized tests.

α = 0.90

Exhibit C-6.3
Variety of Content-Oriented Genres Assigned in Class

	Partnership	Delayed Partnership	*p*-Value
All Teachers	2.23 (0.08) *n* = 747	2.30 (0.10) *n* = 709	0.62
ELA Teachers	2.95 (0.07) *n* = 197	2.85 (0.12) *n* = 195	0.62

Source: WPD Teacher Survey Question 27

Note: These genres are not exclusive to ELA classes.

Items: To monitor or keep track of learning (e.g., learning logs, journaling, but not copying from the textbook or board); To reflect on an experience or topic (e.g., journaling); To describe a thing, place, process, or procedure (e.g., an essay, lab report, or descriptive response).

α = 0.83

Exhibit C-6.4
Class Time Devoted to Four Key Writing Processes

	Partnership	Delayed Partnership	*p*-Value
All Teachers	1.81 (0.08) *n* = 745	1.90 (0.12) *n* = 703	0.62
ELA Teachers	3.11 (0.07) *n* = 195	2.96 (0.11) *n* = 195	0.32

Source: WPD Teacher Survey Question 28

Items: Improving students' skills and knowledge of pre-writing or planning strategies (brainstorming, generating and organizing ideas, identifying purpose and audience); Improving students; skills in drafting, revising, and editing text (for meaning, clarity, sentence structure, word choice); Improving students' ability to work collaboratively with their peers on writing; Improving students' skills for analyzing models of good writing and applying insights to their own text.

α = 0.96

Exhibit C-6.5
Survey Data for Exhibit 24:
Student Engagement in Writing Processes

	Partnership	Delayed Partnership	*p*-Value
All Teachers	1.71 (0.07) *n* = 743	1.82 (0.11) *n* = 703	0.47
ELA Teachers	3.03 (0.06) *n* = 195	2.96 (0.09) *n* = 194	0.54

Source: WPD Teacher Survey Question 29

Items: Brainstorming or organizing ideas for writing text; Composing text; Revising text (focused on meaning and ideas); Editing text (focused on grammar, usage, punctuation, spelling); Meeting individually with the teacher to get oral feedback or discuss how to improve his or her writing; Reviewing written feedback on their own writing given by the teacher; Reflecting on or evaluating their own writing; Sharing or presenting their own writing to peers; Analyzing what makes particular texts good or poor models of writing (individually or with others).

α = 0.97

Exhibits C-6.6 through C-6.10 report data from regression analyses using factors created from survey items (presented in C-6.1 through C-6.5) as outcome measures. The predictors in these analyses are dichotomous variables indicating whether the individual teaches ELA (ELA = 1), whether the individual received 30 or more hours of writing professional development in 2008–09 (received ≥ 30 hours of writing professional development = 1), and whether the individual teaches in a partnership school (partnership school = 1).

Exhibit C-6.6
Staff Members' Own Writing Practices

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	6.30	0.52	< 0.0001
ELA teacher	3.18*	0.38	< 0.0001
30 or more hours PD	4.11*	0.65	< 0.0001
Partnership	-0.26	0.72	0.71
Random Effects	**Variance Component**	**S.E.**	
School Mean	3.62	1.13	
Teacher Effect	37.21	1.44	

Source: WPD Teacher Survey Question 19
*$p < 0.05$

Exhibit C-6.7
Variety of ELA-Oriented Genres Assigned in Class

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	1.11	0.08	< 0.0001
ELA teacher	1.52*	0.06	< 0.0001
30 or more hours PD	0.49*	0.11	< 0.0001
Partnership	-0.08	0.11	0.47
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.08	0.03	
Teacher Effect	1.04	0.04	

Source: WPD Teacher Survey Question 27
*$p < 0.05$

Exhibit C-6.8
Variety of Content-Oriented Genres Assigned in Class

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	2.05	0.09	< 0.0001
ELA teacher	0.80*	0.08	< 0.0001
30 or more hours PD	0.53*	0.13	< 0.0001
Partnership	-0.12	0.13	0.33
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.10	0.04	
Teacher Effect	1.56	0.06	

Source: WPD Teacher Survey Question 27
*$p < 0.05$

Exhibit C-6.9
Class Time Devoted to Four Key Writing Processes

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	1.40	0.10	< 0.0001
ELA teacher	1.58*	0.08	< 0.0001
30 or more hours PD	0.61*	0.13	< 0.0001
Partnership	-0.12	0.14	0.38
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.13	0.05	
Teacher Effect	1.40	0.06	

Source: WPD Teacher Survey Question 28
*$p < 0.05$

Exhibit C-6.10
Student Engagement in Writing Processes

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	1.32	0.09	< 0.0001
ELA teacher	1.65*	0.07	< 0.0001
30 or more hours PD	0.55*	0.12	< 0.0001
Partnership	-0.15	0.12	0.24
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.10	0.04	
Teacher Effect	1.25	0.05	

Source: WPD Teacher Survey Question 29
*$p < 0.05$

Exhibits C-6.11 through C-6.15 report data from regression analyses using factors created from survey items (presented in C-6.1 through C-6.5) as outcome measures. These analyses control for respondents' prior practices as indicated on the 2007–08 teacher survey, and thus were conducted with the subset of respondents for whom we had 2 years of data (77% of respondents in 2008–09). The predictors in these analyses are dichotomous variables indicating whether the individual teaches ELA (ELA = 1), whether the individual received 30 or more hours of writing professional development in 2008–09 (received ≥ 30 hours of writing professional development = 1), a continuous variable of the factor score for that individual on the same item on the 2007–08 survey, and whether the individual teaches in a partnership school (partnership school = 1).

Exhibit C-6.11
Staff Members' Own Writing Practices

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	2.60	0.38	< 0.0001
ELA teacher	1.79*	0.37	< 0.0001
30 or more hours PD	3.25*	0.65	< 0.0001
07-08 Own writing practices factor	0.54*	0.03	< 0.0001
Partnership	0.18	0.47	0.70
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.98	0.44	
Teacher Effect	25.25	1.12	

Source: WPD Teacher Survey Question 19
*$p < 0.05$

Exhibit C-6.12
Variety of ELA-Oriented Genres Assigned in Class

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	0.49	0.07	< 0.0001
ELA teacher	0.71*	0.07	< 0.0001
30 or more hours PD	0.28*	0.11	0.01
07-08 Breadth of genres typically taught in ELA classes factor	0.53*	0.03	< 0.0001
Partnership	-0.03	0.09	0.74
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.04	0.02	
Teacher Effect	0.72	0.03	

Source: WPD Teacher Survey Question 27
*$p < 0.05$

Exhibit C-6.13
Variety of Content-Oriented Genres Assigned in Class

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	0.85	0.09	< 0.0001
ELA teacher	0.28*	0.08	< 0.001
30 or more hours PD	0.27*	0.13	0.04
07-08 Breadth of genres typically taught in non-ELA classes factor	0.59*	0.03	< 0.0001
Partnership	-0.03	0.11	0.82
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.07	0.03	
Teacher Effect	1.00	0.05	

Source: WPD Teacher Survey Question 27
*$p < 0.05$

Exhibit C-6.14
Class Time Devoted to Four Key Writing Processes

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	0.57	0.08	< 0.0001
ELA teacher	0.65*	0.08	< 0.0001
30 or more hours PD	0.34*	0.12	0.01
07-08 class time devoted to writing processes factor	0.59*	0.02	< 0.0001
Partnership	-0.06	0.10	0.53
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.05	0.03	
Teacher Effect	0.86	0.04	

Source: WPD Teacher Survey Question 28
*$p < 0.05$

Exhibit C-6.15
Student Engagement in Writing Processes

Fixed Effects	Coefficient	S.E.	*p*-Value
Model for School Means:			
Intercept	0.55	0.08	< 0.0001
ELA teacher	0.72*	0.08	< 0.0001
30 or more hours PD	0.22	0.12	0.06
07-08 engagement in writing processes factor	0.59*	0.02	<0.0001
Partnership	-0.09	0.10	0.38
Random Effects	**Variance Component**	**S.E.**	
School Mean	0.06	0.03	
Teacher Effect	0.78	0.04	

Source: WPD Teacher Survey Question 29
*$p < 0.05$

Exhibits C-6.16 through C-6.24 report data from the teacher log on students' opportunities to learn writing in seventh- and eighth-grade ELA class. In these analyses, we compare the responses of seventh- and eighth-grade ELA teachers in partnership and delayed partnership schools. The *p*-values reported correspond to tests of the significance of the difference between assignments in partnership and delayed partnership schools.

Exhibit C-6.16
Percentage of Days that ELA Teachers Reported Each as a Major Goal of Instruction

Major Goal	Partnership	Delayed Partnership	*p*-Value
Improving writing skills	50% *-0.02* *(0.14)* *n* =746	44% *-0.24* *(0.19)* *n* = 703	0.30
Improving skills in grammar, usage, punctuation, or spelling	23% *-1.21* *(0.20)* *n* = 717	24% *-1.13* *(0.22)* *n* = 688	0.66
Building vocabulary	22% *-1.25* *(0.21)* *n* = 716	23% *-1.19* *(0.20)* *n* = 676	0.84
Developing reading comprehension skills	43% *-0.29* *(0.15)* *n* = 730	41% *-0.36* *(0.17)* *n* = 684	0.75
Developing skills in responding to literature/text	43% *-0.30* *(0.19)* *n* = 720	41% *-0.38* *(0.19)* *n* = 683	0.76
Developing research skills	6% *-2.85* *(0.52)* *n* = 689	5% *-2.91* *(0.26)* *n* = 665	0.49
Developing speaking, listening, or oral presentation skills	12% *-2.01* *(0.27)* *n* = 711	15% *-1.78* *(0.17)* *n* = 658	0.62
Preparing students for a standardized test	14% *-1.84* *(0.32)* *n* = 703	14% *-1.80* *(0.22)* *n* = 674	0.96
Assessing knowledge or skills	16% *-1.65* *(0.14)* *n* = 692	18% *-1.53* *(0.13)* *n* = 670	0.56

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 2

*$p < 0.05$

Exhibit C-6.17
Percentage of Days that Target Students Engaged in Any Writing Activity

Partnership	Delayed Partnership	*p*-Value
79%	71%	0.06
1.33	*0.90*	
(0.16)	*(0.17)*	
n = 794	*n* = 749	

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 3

*$p < 0.05$

Exhibit C-6.18
Percentage of Days that Target Students Planned, Composed, Edited, or Revised a Multiple Connected Paragraph Writing Assignment

Partnership	Delayed Partnership	*p*-Value
39%	35%	0.55
-0.44	*-0.62*	
(0.17)	*(0.16)*	
n = 581	*n* = 504	

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 4

*$p < 0.05$

Exhibit C-6.19
Percentage of Days that Target Students Wrote for Various Audiences

Intended Audience	Partnership	Delayed Partnership	*p*-Value
Teacher	75% *1.12* *(0.16)* *n* = 628	75% *1.12* *(0.20)* *n* = 533	0.86
The student herself or himself	27% *-0.99* *(0.26)* *n* = 628	25% *-1.11* *(0.24)* *n* = 533	0.66
Student's peers	48% *-0.10* *(0.14)* *n* = 628	36% *-0.56* *(0.19)* *n* = 533	0.08
An individual or group outside the classroom	11% *-2.06* *(0.19)* *n* = 628	16% *-1.68* *(0.21)* *n* = 533	0.11

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 5

*$p < 0.05$

Exhibit C-6.20
Percentage of Days that Target Students Wrote for Specific Purposes as Part of an Assignment, Worksheet, Quiz, or Test

Purpose of Student Writing	Partnership	Delayed Partnership	*p*-Value
To monitor or keep track of learning	25% *-1.12* *(0.16)* *n* = 628	26% *-1.04* *(0.19)* *n* = 533	0.66
To reflect on an experience or topic	28% *-0.94* *(0.16)* *n* = 628	25% *-1.09* *(0.19)* *n* = 533	0.52
To express self creatively	22% *-1.27* *(0.17)* *n* = 628	22% *-1.30* *(0.16)* *n* = 533	0.80
To recount a story or event through narrative	15% *-1.71* *(0.17)* *n* = 628	11% *-2.10* *(0.19)* *n* = 533	0.11
To describe a thing, place, or procedure	19% *-1.43* *(0.16)* *n* = 628	20% *-1.39* *(0.18)* *n* = 533	0.91
To explain or analyze a concept, process, or relationship	25% *-1.09* *(0.17)* *n* = 628	30% *-0.86* *(0.19)* *n* = 533	0.32
To make an argument intended to persuade others	10% *-2.18* *(0.25)* *n* = 628	15% *-1.71* *(0.20)* *n* = 533	0.22
To gain practice with writing mechanics	27% *-0.98* *(0.19)* *n* = 628	27% *-0.99* *(0.17)* *n* = 533	0.73
To gain practice with particular kinds of writing	23% *-1.23* *(0.17)* *n* = 628	22% *-1.27* *(0.18)* *n* = 533	0.81
To gain practice with forms of writing encountered on standardized tests	15% *-1.71* *(0.25)* *n* = 628	15% *-1.72* *(0.20)* *n* = 533	0.94

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 5

*$p < 0.05$

Exhibit C-6.21
Percentage of Days that Target Students Were Involved in Collaborative Writing Activities

Activity	Partnership	Delayed Partnership	*p*-Value
The student worked individually	64% *0.57* *(0.13)* *n* = 628	66% *0.67* *(0.13)* *n* = 533	0.56
The student was helping produce a group writing product	11% *-2.07* *(0.17)* *n* = 628	12% *-2.04* *(0.20)* *n* = 533	0.72
The student gave or received help or feedback on individual writing tasks from peers	23% *-1.19* *(0.14)* *n* = 628	20% *-1.37* *(0.15)* *n* = 533	0.43

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 7

*$p < 0.05$

Exhibit C-6.22
Percentage of Days that Target Students Were Involved in Various Feedback Activities

Activity	Partnership	Delayed Partnership	*p*-Value
Meet individually with the teacher to get oral feedback or discuss how to improve his or her writing	22% *-1.25* *(0.17)* *n* = 628	25% *-1.11* *(0.14)* *n* = 533	0.58
Review written feedback on his or her own writing given by the teacher	9% *-2.30* *(0.25)* *n* = 628	13% *-1.93* *(0.23)* *n* = 533	0.35
Reflect on or evaluate his or her own writing	27% *-0.99* *(0.15)* *n* = 628	33% *-0.72* *(0.15)* *n* = 533	0.19
Share or present his or her own writing to peers (in a pair, small group, or whole class)	33% *-0.69* *(0.12)* *n* = 628	33% *-0.70* *(0.15)* *n* = 533	0.94

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 8

*$p < 0.05$

Exhibit C-6.23
Percentage of Days that Target Students Engaged in Specific Writing Activities

Activity	Partnership	Delayed Partnership	*p*-Value
Brainstorming or organizing ideas for writing text	42% *-0.31* *(0.15)* *n* = 805	37% *-0.52* *(0.15)* *n* = 764	0.33
Composing text	64% *0.58* *(0.12)* *n* = 805	56% *0.23* *(0.16)* *n* = 764	0.07
Revising text (focused on meaning and ideas)	29% *-0.92* *(0.12)* *n* = 805	30% *-0.83* *(0.15)* *n* = 764	0.68
Editing text (focused on grammar, usage, punctuation, spelling)	28% *-0.97* *(0.14)* *n* = 805	30% *-0.83* *(0.20)* *n* = 765	0.67

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 9

*$p < 0.05$

Exhibit C-6.24
Percentage of Days that Target Students Were Exposed to Models of Writing in Specific Ways

Activity	Partnership	Delayed Partnership	*p*-Value
The student did not encounter models of writing today	38% *-0.48* *(0.16)* *n* = 804	42% *-0.32* *(0.12)* *n* = 762	0.48
The student listened to the teacher or another student present on what makes particular texts good or poor models of writing	29% *-0.90* *(0.11)* *n* = 804	29% *-0.91* *(0.16)* *n* = 762	0.92
The student read well-written texts that were similar to texts students are planning to write or are currently writing.	29% *-0.92* *(0.18)* *n* = 804	26% *-1.08* *(0.13)* *n* = 762	0.35
The student analyzed what makes particular texts good or poor models of writing	20% *-1.39* *(0.13)* *n* = 804	16% *-1.63* *(0.15)* *n* = 762	0.30
The student used well-written texts or a model-based guide to help plan or compose a text	18% *-1.54* *(0.16)* *n* = 804	13% *-1.93* *(0.21)* *n* = 762	0.15

Note: To take into account the nesting of teachers in schools, percentages are estimated from a hierarchical model with a logit link function. The logits and standard errors of logits from the model are shown in italics below the estimated percentages.

Source: Teacher Log Question 10

*$p < 0.05$