



**NATIONAL WRITING PROJECT**  
IMPROVING WRITING AND LEARNING IN THE NATION'S SCHOOLS



**2007 ANNUAL REPORT**  
OUR WRITING AND LEARNING CONNECT US



**THE MISSION OF THE NATIONAL WRITING PROJECT** is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.



FROM THE CHAIR OF THE BOARD  
AND THE EXECUTIVE DIRECTOR

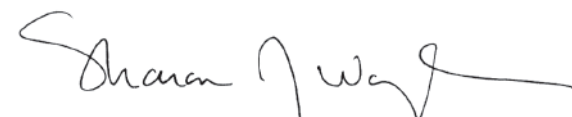
**OUR WRITING AND LEARNING CONNECT US.** To write is to reflect, to know, to communicate, and to connect across time and place. In the National Writing Project (NWP), we think of writing as essential to learning, workplace accomplishments, global communication, and full participation in a democracy. NWP seeks to make it possible for all young people to succeed as writers and learners.

**OUR PURPOSE CONNECTS US.** Our work begins with teachers. NWP creates a professional community in which teachers of all grade levels and subjects can be writers, scholars, and practitioners together. Through mutual support and learning, writing project teachers transform their classrooms and schools, making them more effective and relevant every day of every year. NWP teachers have the knowledge and the motivation to see that all students have access to the essential tools of literacy.

**OUR ACHIEVEMENTS CONNECT US.** Our continuing growth and achievements allow us to reach more teachers and students each year. In 2007 alone, writing project sites conducted more than 7,000 programs, in which teachers studied and honed effective practices for the instruction of writing. Recent local and national studies confirm significant gains in writing performance for the students of NWP teachers. And our book *Writing for a Change* won a distinguished achievement award from the Association of Education Publishers.

**OUR PARTNERSHIPS CONNECT US.** Our partnerships with colleges and universities help us maximize the investment of foundations and public support by strengthening our research base, adding to our expertise, and fueling our outreach. On behalf of the NWP network—site leaders, teacher-consultants, staff, and board of directors—we thank our many supporters for your commitment to NWP and to the academic achievement of all students.

  
Daniel Boggan Jr., *Chair of the Board*

  
Sharon J. Washington, *Executive Director*



# our writing and learning connect us

The National Writing Project (NWP) is an essential voice in school improvement. Nearly 200 NWP sites in 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands serve more than 135,000 participants each year with summer institutes and school-year professional development. NWP sites also conduct the research and build the leadership that are foundational to improving writing and learning in our nation’s schools.

The NWP national network supports teachers and site leaders in all parts of the country through special-focus networks and national initiatives. By joining forces and learning from each other, NWP educators strengthen classroom practices, apply new research, sharpen approaches to serving diverse student populations, make intelligent use of new technologies, develop strategies for mentoring new teachers, and address issues of academic literacy in all content areas.

This annual report features seven outstanding educators from urban, rural, and suburban communities who have benefited from—and contributed to—a network of colleagues from across the country. NWP networks and initiatives bring these teachers and their sites together to support their leadership and deepen their knowledge for the advancement of all students.

### **NATIONAL WRITING PROJECT NETWORKS**

- English Language Learners Network
- Rural Sites Network
- Urban Sites Network
- Teacher Inquiry Communities Network
- Technology Liaisons Network

### **NATIONAL WRITING PROJECT INITIATIVES**

- Local Site Research Initiative
- National Reading Initiative
- New-Teacher Initiative
- Project Outreach
- Technology Initiative



# dolores perez

Cromack Elementary School, Brownsville, Texas  
Sabal Palms Writing Project > English Language Learners Network

**“I am as energized** and happy about teaching as I was when I entered the classroom 24 years ago,” says Dolores Perez. “I owe it to my students to grow professionally so I can give them my best.”

Dolores teaches fifth grade at Cromack Elementary School in the border town of Brownsville, Texas, her own birthplace. Most of her students’ home language is Spanish. Dolores concentrates on building their academic language in English and on increasing their understanding of mathematics and science through writing.

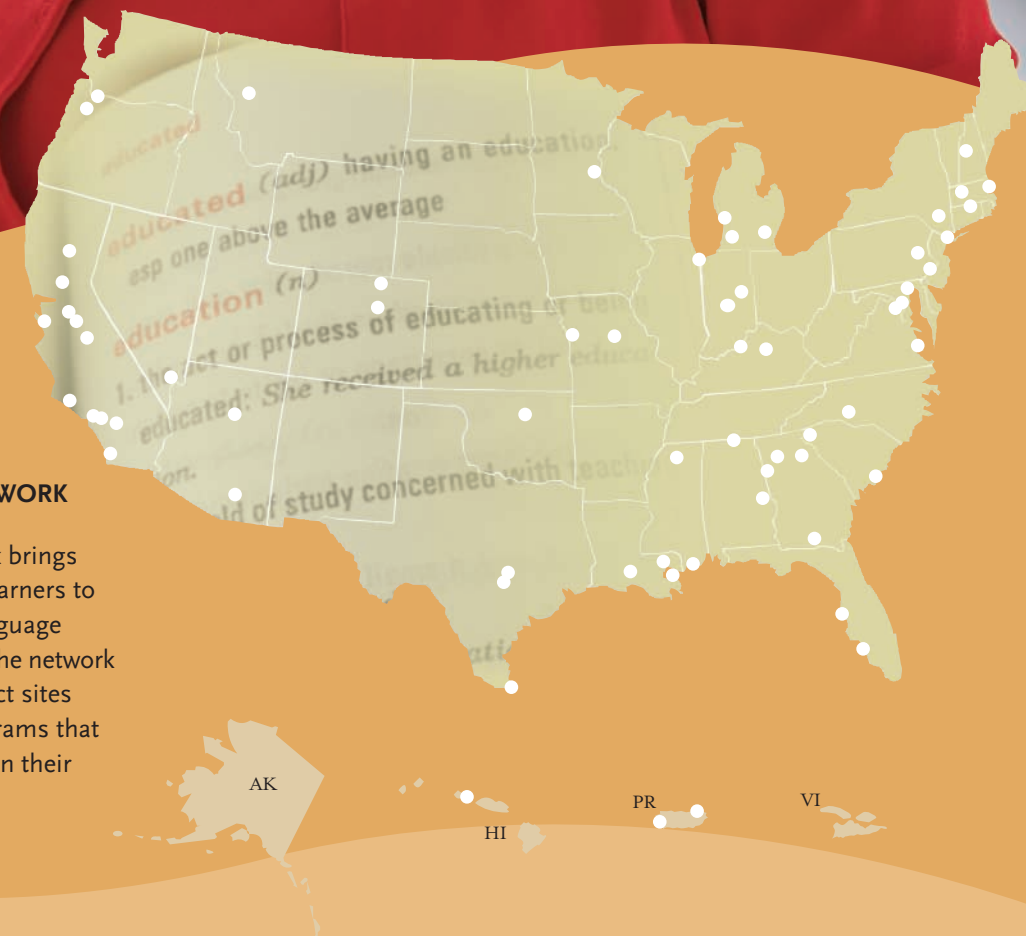
Based on her experience with the Sabal Palms Writing Project summer institute in 2002, Dolores considers participation in the project essential for teachers. “The writing project helps me keep the bar high. I want my students to surpass

all expectations at any college or in any field related to math and science. If they are not afraid to defend their thinking, they will not be afraid to tackle any obstacle that comes their way. The writing project helps me teach my students to think, to process information, and to create new ways of looking at the world.

“Remember, these are the human beings who will one day be responsible for finding alternative fuel sources and cures for diseases, for reducing world hunger and expanding our technological reach. I have to make sure they know how to communicate effectively when they get there!”

Dolores is in her fourth year on the national leadership team of the NWP ELL Network, a network that supports all writing project sites in providing professional development for teachers of English language learners, kindergarten through university. Her dedication to her colleagues is as strong as to her students. “If I can help one teacher, then I have helped at least 24 students. Professional growth is the secret.”

**“The writing project helps me teach my students to think, to process information, and to create new ways of looking at the world.”**



## ENGLISH LANGUAGE LEARNERS NETWORK

The English Language Learners Network brings together teachers of English language learners to share their knowledge about second-language acquisition and the teaching of writing. The network provides resources to help writing project sites develop professional development programs that support ELL teachers of all grade levels in their local communities.



# dick heyler

Harlan Rowe Junior High, Athens, Pennsylvania  
Endless Mountains Writing Project > Rural Sites Network

“We were very hungry for a writing project in our area,” says Dick Heyler, an award-winning eighth grade writing teacher at Harlan Rowe Junior High in Athens, Pennsylvania. In 1995, Dick attended a writing project institute in Williamsport, over an hour from home. When the opportunity came to establish a new site at Mansfield University in 2004, he wasted no time.

“So many graduate courses,” Dick explains, “are just in and out.” Not so with the Endless Mountains Writing Project he and colleague Nanci Werner-Burke now co-direct. One focus is on writing across the curriculum, as schools increasingly ask this local site to provide professional development for entire faculties. “We work with math and science teachers, even shop and physical education teachers,” Dick explains. “The writing project is high-interest and research-based, so teachers really appreciate it.”

The entire eighth grade class—typically 185 students—also benefits from the writing project because Dick teaches every one of them. Under his guidance, all eighth-graders complete an oral history project for which they conduct research; write articles, memoirs, and portraits; and make presentations. In the spring, students exhibit their work at an oral history fair, an event that attracted 1,600 community members in 2007, and produced the publication *Everyday Heroes*, now registered in the Library of Congress.

Dick’s attention to his local community is supported by the NWP’s Rural Sites Network. In addition to strengthening professional development and research in rural areas, the network emphasizes place-based education and community programs. A published author, a 25-year teaching veteran, and a member of the state’s writing assessment advisory and review committee, Dick remains a local guy, striving to improve education in his part of the world.

“The writing project is high-interest and research-based, so teachers really appreciate it.”



## RURAL SITES NETWORK

The Rural Sites Network connects teachers across the country to enable them to share successful strategies for teaching in rural communities and to work together on common challenges. The network provides resources to help site leaders develop programs that are tailored to the needs of teachers of all grade levels in rural areas.



## mia robinson

Dartmouth Elementary School, Denver, Colorado  
Denver Writing Project > Teacher Inquiry Communities Network

**“Research does everything** for your teaching,” says Mia Robinson, a kindergarten teacher at Dartmouth Elementary School in Denver, Colorado, and a literacy coach with the Aurora Public Schools. Professional literature—brought to her by the writing project when she was a new teacher—has been a mainstay for Mia. “I was on fire for the writing project. It completely turned my teaching around.”

Initially, her entry into the profession with an emergency credential posed great challenges for Mia. “I was nervous about my lack of experience. The writing project offered me purpose, clear direction, and a focus on writing and reading.”

Fifteen years later, Mia declares with absolute assurance that kindergarteners can write. “All of my students have been great writers. It’s a gift from the writing project.” Her very young students are the authors of personal narratives, informational pieces, how-to procedural

nonfiction, and “all about” books. In Mia’s kindergarten classroom, authorship also means conducting research, taking notes, and creating a table of contents.

Mia’s colleagues now turn to her for bi-weekly writing meetings and classroom support. Improving all aspects of literacy has become an urgent mission for Mia in a district where more than 30,000 students come from 100 different countries and speak more than 90 languages.

Mia stays rejuvenated by her participation and leadership in the NWP Teacher Inquiry Communities Network. Teachers from all over the country who join this network look together at teaching practices and research, and bring their own questions to the table. “These questions,” Mia contends, “lead to stronger practices and to an understanding of what it means to be a lifelong learner.”

“The writing project was my destiny,” says Mia. “It’s the greatest thing I have done in my career.”

**“All of my students have been great writers. It’s a gift from the writing project.”**

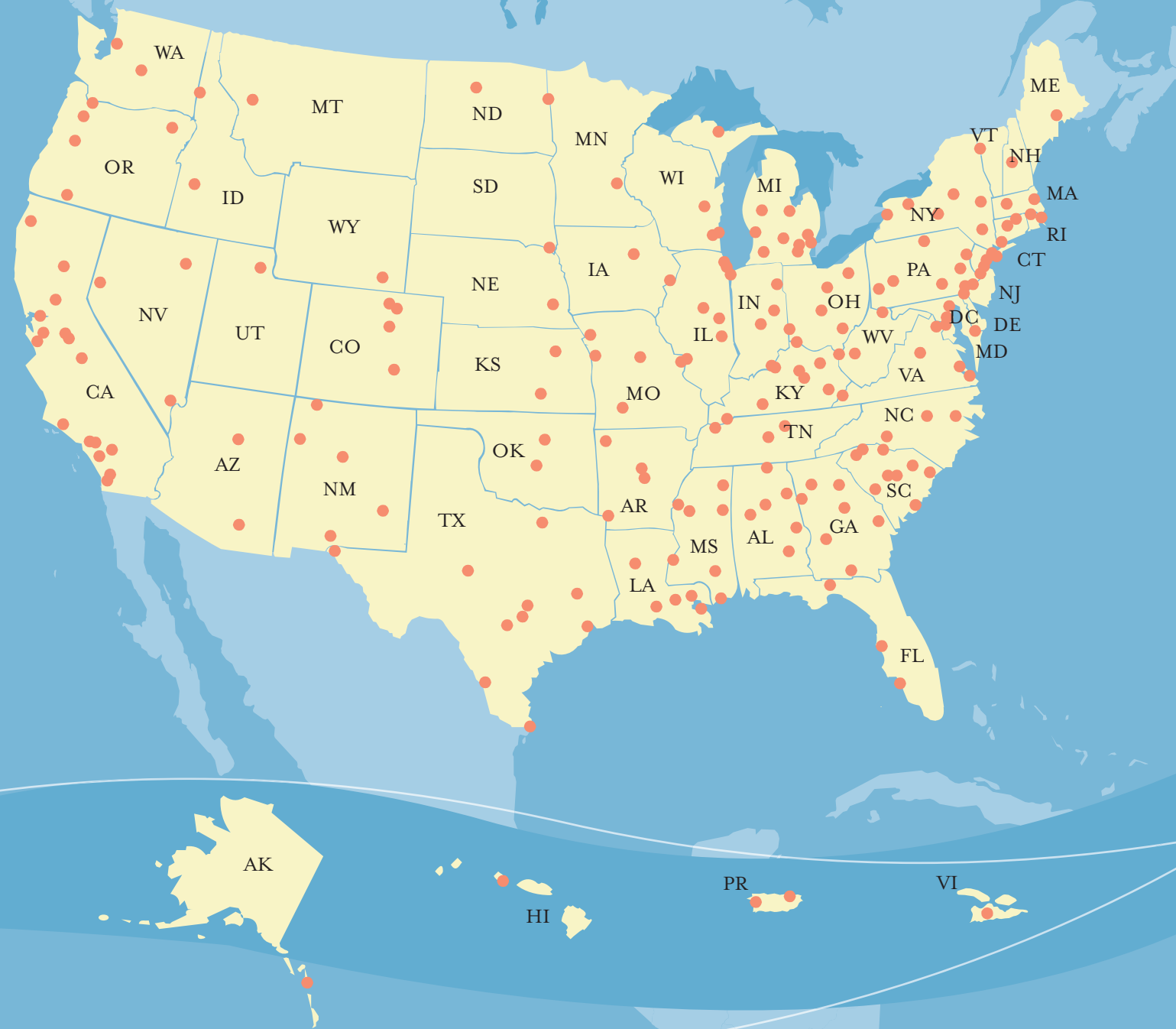


### TEACHER INQUIRY COMMUNITIES NETWORK

The Teacher Inquiry Communities Network supports teacher research at sites across the country, creates a national structure for pooling and disseminating teacher knowledge, and works to increase the capacity of sites to address issues of equity, access, and accountability.

# national writing project sites

NWP seeks to establish writing project sites at universities within reach of every teacher in the country.



## ALABAMA

Auburn  
Birmingham  
Huntsville (Normal)  
Jacksonville  
Troy  
Tuscaloosa

## ALASKA

Juneau

## ARIZONA

Flagstaff  
Tucson

## ARKANSAS

Conway  
Fayetteville  
Little Rock

## CALIFORNIA

Arcata  
Berkeley  
Chico  
Davis  
Fresno  
Irvine  
Los Angeles (2)  
Merced  
Riverside  
San Diego (La Jolla)  
San Jose  
San Marcos  
Santa Barbara  
Santa Cruz  
Turlock

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Fort Collins  
Greeley  
Pueblo

## CONNECTICUT

Fairfield  
New Britain  
Storrs

## DELAWARE

Newark

## DISTRICT OF COLUMBIA

## FLORIDA

Fort Myers  
Tallahassee  
Tampa

## GEORGIA

Americus  
Athens  
Atlanta (Carrollton)  
Kennesaw  
Macon  
(Milledgeville)  
Statesboro  
Valdosta

## HAWAII

Honolulu

## IDAHO

Boise  
Moscow

## ILLINOIS

Charleston  
Chicago (2)  
Edwardsville  
Normal  
Urbana

## INDIANA

Fort Wayne  
Hammond  
Indianapolis  
Muncie  
New Albany

## IOWA

Cedar Falls  
Davenport

## KANSAS

Manhattan  
Wichita

## KENTUCKY

Bowling Green  
Hazard  
Highland Heights  
Lexington  
Louisville  
Morehead  
Murray  
Richmond

## LOUISIANA

Baton Rouge  
Hammond  
Lafayette  
Natchitoches  
New Orleans

## MAINE

Orono

## MARYLAND

Baltimore  
College Park  
Salisbury

## MASSACHUSETTS

Amherst  
Boston  
North Dartmouth

## MICHIGAN

Ann Arbor  
Big Rapids  
Detroit  
East Lansing  
Grand Rapids  
(Allendale)  
Kalamazoo  
Marquette  
Rochester  
Saginaw Valley  
Ypsilanti

## MINNESOTA

Minneapolis

## MISSISSIPPI

Cleveland  
Hattiesburg  
Itta Bena  
Long Beach  
Lorman  
Oxford  
Starkville

## MISSOURI

Columbia  
Kansas City  
Springfield  
St. Joseph  
St. Louis

## MONTANA

Missoula

## NEBRASKA

Lincoln

## NEVADA

Elko  
Las Vegas  
Reno

## NEW HAMPSHIRE

Plymouth

## NEW JERSEY

New Brunswick  
Trenton  
(Lawrenceville)  
Union

## NEW MEXICO

Albuquerque  
Farmington  
Gallup  
Las Cruces  
Roswell

## NEW YORK

Albany  
Buffalo  
Cortland  
Long Island  
(Garden City)  
New York City  
New Paltz  
Rochester  
Utica

## NORTH CAROLINA

Charlotte  
Greenville  
Raleigh

## NORTH DAKOTA

Grand Forks  
Minot

## OHIO

Athens  
Columbus  
Kent  
Mansfield  
Oxford

## OKLAHOMA

Norman  
Stillwater

## OREGON

Ashland  
Eugene  
La Grande  
Portland  
Salem

## PENNSYLVANIA

Bethlehem  
(Fogelsville)  
East Stroudsburg  
Harrisburg  
(Middletown)  
Indiana  
Mansfield  
Philadelphia  
Pittsburgh  
West Chester

## PUERTO RICO

Mayagüez  
San Juan

## RHODE ISLAND

Providence

## SOUTH CAROLINA

Aiken  
Charleston  
Columbia  
Conway  
Florence  
Greenville  
Rock Hill  
Spartanburg  
Sumter

## SOUTH DAKOTA

Vermillion

## TENNESSEE

Cookeville  
Martin  
Murfreesboro

## TEXAS

Austin  
Brownsville  
Dallas (Denton)  
El Paso  
Houston  
Huntsville  
Laredo  
San Angelo  
San Antonio  
San Marcos  
Texarkana

## UTAH

Ogden

## VERMONT

Burlington

## VIRGIN ISLANDS

St. Croix

## VIRGINIA

Arlington (Fairfax)  
Charlottesville  
Norfolk  
Williamsburg  
Wise

## WASHINGTON

Ellensburg  
Seattle

## WEST VIRGINIA

Huntington  
Morgantown  
South Charleston

## WISCONSIN

Oshkosh  
Milwaukee (2)

## WYOMING

Laramie



# charlie troughton

Principal, Corning High School, Corning, California  
Northern California Writing Project > National Reading Initiative

**“I leaped way ahead,”** says Charlie Troughton, former social studies teacher and now principal of Corning High School in Corning, California. “I began to see ways of integrating reading and writing into my government curriculum. It was exciting to see my students draw more from their reading after my writing project experience.”

Charlie attended the summer institute of the Northern California Writing Project in 2004, after years of “pestering” by his friends and colleagues. “I had no time for the institute because I was always working in the summers,” Charlie explains. “But I started to feel stagnant, and I knew it was time.”

“To this very moment, I tell teachers the writing project was the best professional development I have ever experienced. I learned how to get kids to think through the content. I tried different strategies that made a huge difference for kids in their reading comprehension.”

Charlie has been a key participant in NWP’s National Reading Initiative, which supports local sites in expanding teachers’ knowledge about the teaching of reading, the connections between writing and reading, and the nature of academic literacy across subject areas. As part of his site team, Charlie worked with local colleagues as well as with teachers across the country to make important breakthroughs in classroom

practice and in professional development. “Our goal was to figure out how reading is different in various content areas. In what ways do kids struggle? How can we help kids when they don’t understand what they read? What works for them?”

“We emphasize literacy across the curriculum at our school,” says Charlie. He also stresses that those who most influenced his transformation as a teacher were other writing project teachers. “It’s the people who pass on the desire, the challenge, and the student-oriented approach.”



“I began to see ways of integrating reading and writing into my government curriculum. It was exciting to see my students draw more from their reading after my writing project experience.”



## NATIONAL READING INITIATIVE

The National Reading Initiative supports local sites in expanding teachers’ knowledge about the teaching of reading, the connections between writing and reading, and the nature of academic literacy across subject areas. The initiative generates resources to make this knowledge available to teachers across the network. Support is provided in part by a grant from the Carnegie Corporation of New York.





# betty collum

Eupora Elementary, Eupora, Mississippi  
Mississippi State University Writing/Thinking Project >  
Technology Liaisons Network

**“Writing opens so many doors** for my students,” says Betty Collum, fifth grade teacher at Eupora Elementary School in rural Eupora, Mississippi. “Writing is part of everything we do and learn.” Two years after her 2001 participation in the Mississippi State University Writing/Thinking Project summer institute, Betty received National Board Certification. As for her classroom teaching, “it turned 180 degrees,” she claims.

Betty inspires her once-reticent writers and readers by creating a class blog. Her students share their ideas and their responses to literature with more advanced readers in other parts of the state. They also write and revise poems collaboratively online and make podcasts of their poems. The podcasts go to a writing project teacher in Massachusetts, Kevin Hodgson, who posts them on his Youth Radio blog.

“Technology is motivation for students,” says Betty, who is the Technology Liaison for her site. She believes that teachers, too, are motivated when they see how technology can be a tool for writing and learning. Together with colleagues at her local site, she has designed a professional development program that starts teachers at one end of the spectrum—with an overhead projector—and moves them to online research and multimedia projects. Her participation in NWP’s Technology Matters program gave her the resources to offer this kind of professional development, as well as the support to become a leader.

Now Betty serves on the leadership team of the NWP Technology Liaisons Network, which focuses on expanding knowledge and expertise at local sites about the connections between new technologies and literacy. “The writing project has a network in every avenue of core work in literacy,” says Betty. “If I need help, I know there will always be someone with experience to guide me.”

**“The writing project has a network in every avenue of core work in literacy. If I need help, I know there will always be someone with experience to guide me.”**



**TECHNOLOGY LIAISONS NETWORK**  
The Technology Liaisons Network, with a liaison at every NWP site, supports the expansion of local knowledge about the connections between new technologies and literacy, and helps sites integrate digital literacy into their professional development programs. The network provides resources and programs to enhance the work of technology teams at sites.





# chris tsang

Harbor School, Boston, Massachusetts  
Boston Writing Project > Urban Sites Network

**“I cannot overestimate** the value of being with other writing project colleagues,” says Chris Tsang, a seventh and eighth grade humanities teacher at Harbor School in Boston, Massachusetts. “It’s like refueling my tank every time we gather together.”

In 2006, after his fourth year of teaching, Chris attended the Boston Writing Project summer institute, where he learned strategies that are particularly useful for his ELL students and his students with learning disabilities. “We write for an audience and we write to be heard,” he explains. “Feedback from adults and peers is very important.” At the same time, turning fearful writers into frequent writers is high on Chris’ list of priorities. “Five minutes with a journal every day is particularly satisfying for students because they are free to have a voice.”

Gaining confidence and skills have paid off for Chris’ students, who took on a major project interviewing refugees from Laos and creating narratives of their lives. These narratives are being added to a national traveling exhibit. “I want my students to see themselves in the curriculum, in the literature they read and the history they study,” Chris says.

Chris is a member of the NWP Urban Sites Network Leadership Team and his site belongs to the Urban Sites Network, established in 1988 to connect teachers and writing project leaders nationwide to improve the teaching and learning of children in urban schools. “Being with urban teachers gives my work context. I have opportunities to share practices and to receive mentorship, especially since I am a younger teacher,” says Chris.

For Chris, there is another benefit, beyond the practical one of meeting with teachers from across the country. “I feel appreciated as a teacher. It’s always encouraging to go to writing project events. People just keep saying, ‘Thank you.’”

**“Being with urban teachers gives my work context. I have opportunities to share practices and to receive mentorship.”**



## URBAN SITES NETWORK

The Urban Sites Network brings together teachers from across the country to share their expertise about teaching in urban schools and to work together to solve issues unique to urban education. The network also supports sites in building local programs that address the challenges of teaching students of all grade levels in urban communities.



# diana hammond

Oakville High School, St. Louis, Missouri  
Gateway Writing Project > Local Site Research Initiative

**“I soaked up everything I learned,”** says Diana Hammond about her initial encounter with the Gateway Writing Project in St. Louis, Missouri. She was a first-year teacher at the time and experiencing some of the challenges that accompany those early days in the classroom. “I was following the textbooks so closely that the students were bored, and I didn’t always know what to do each day.”

When the writing project began a professional development program at Oakville High School, Diana did not hesitate. She also joined the group of participating teachers who agreed to study the progress of their students by conducting pre

and post writing assessments as part of NWP’s Local Site Research Initiative (LSRI). Collectively, the students of writing project teachers outperformed students in a closely matched comparison school in which teachers had yet to experience writing project professional development. “I felt responsible, committed, and invested in my students’ achievement,” says Diana.

Diana became hooked on research. Her weeks in the institute the following summer brought her in touch with articles written by teacher and university researchers. “I came away from the summer institute with confidence, new ideas, and a strong support system,” she explains. Now she engages students with projects, portfolios, and multimedia exhibits that incorporate literature.

“Gateway Writing Project has definitely caught on,” says Diana. The year after the LSRI research study, more teachers applied for the program than could be accommodated. To date, four additional colleagues from her school have attended the summer institute. Many others, including science, social studies, and special education teachers, have participated in the project’s school-based professional development. “We are a perfect match,” says Diana, “teachers and the writing project!”



“I came away from the summer institute with confidence, new ideas, and a strong support system.”

## LOCAL SITE RESEARCH INITIATIVE

The Local Site Research Initiative supports research projects at sites across the country, examining the effects of writing project professional development programs on teacher practices and student writing achievement. Student achievement results from these studies have been overwhelmingly positive.

# financial summary

## STATEMENTS OF ACTIVITIES

For years ended September 30,

	2007			2006		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
<b>REVENUES AND OTHER SUPPORT</b>						
Federal grant	\$ 21,532,500	-	\$ 21,532,500	\$ 20,336,000	\$ -	\$ 20,336,000
Other grant revenue & contributions	267,123	-	267,123	375,735	-	375,735
Publications and professional service revenue	63,093	-	63,093	60,897	-	60,897
Net investment and other interest income	65,783	-	65,783	61,315	-	61,315
Net assets released from restrictions	-	-	-	40,000	(40,000)	-
<b>Total Revenues and Other Support</b>	<b>\$ 21,928,499</b>	<b>\$ 0</b>	<b>\$ 21,928,499</b>	<b>\$ 20,873,947</b>	<b>\$ (40,000)</b>	<b>\$ 20,833,947</b>
<b>EXPENSES</b>						
Program services						
Writing project developments	19,438,094	-	19,438,094	18,671,017	-	18,671,017
Supporting services						
Management and general	2,397,612	-	2,397,612	2,153,659	-	2,153,659
<b>Total Expenses</b>	<b>\$ 21,835,706</b>	<b>\$ 0</b>	<b>\$ 21,835,706</b>	<b>\$ 20,824,676</b>	<b>\$ 0</b>	<b>\$ 20,824,676</b>
<b>CHANGE IN NET ASSETS</b>	92,793	-	92,793	49,271	(40,000)	9,271
NET ASSETS AT BEGINNING OF YEAR	1,744,959	-	1,744,959	1,695,688	40,000	1,735,688
<b>NET ASSETS AT END OF YEAR</b>	<b>\$ 1,837,752</b>	<b>\$ 0</b>	<b>\$ 1,837,752</b>	<b>\$ 1,744,959</b>	<b>\$ 0</b>	<b>\$ 1,744,959</b>

## STATEMENTS OF FINANCIAL POSITION

For years ended September 30,

	2007		2006	
<b>ASSETS</b>				
Cash and cash equivalents	\$ 632,818	\$ 977,071		
Investments, short term	705,414	400,226		
Accounts and interest receivable	30,552	10,748		
Grant receivable	1,245,000	2,057,500		
Prepaid expenses	247,181	184,996		
Furniture and equipment, net	266,410	359,250		
<b>Total Assets</b>	<b>\$ 3,127,375</b>	<b>\$ 3,989,791</b>		
<b>LIABILITIES</b>				
Grants and accounts payable	\$ 1,079,179	\$ 2,084,500		
Accrued expenses	210,444	160,332		
<b>Total Liabilities</b>	<b>\$ 1,289,623</b>	<b>\$ 2,244,832</b>		
<b>NET ASSETS</b>				
Unrestricted	\$ 1,837,752	\$ 1,744,959		
<b>Total Net Assets</b>	<b>\$ 1,837,752</b>	<b>\$ 1,744,959</b>		
<b>Total Liabilities and Net Assets</b>	<b>\$ 3,127,375</b>	<b>\$ 3,989,791</b>		

## FUNDING

Support for the National Writing Project is provided by the U.S. Department of Education, foundations, corporations, universities, and K-12 schools.

NWP federal funding for fiscal year 2006–2007 totals \$21.5 million. Local support for NWP sites and programs totals an additional \$21.9 million.

*A complete copy of the organization's financial statements, audited by Armanino McKenna LLP, is available upon request from National Writing Project, 2105 Bancroft Way #1042, Berkeley, CA 94720-1042.*

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Grants and Contracts

Mary Ann Smith  
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Patrick Sweeney  
Finance

Dan Tormey  
Information Systems

**CREDITS**  
Creative Services  
Steege/Thomson Communications

Photography  
Bay Area Event Photography, page 1 (left)  
Drew Endicott, front cover, pages 3,  
4–5, 8–9, 14–15, 18–19  
Chris Kaufman, pages 12–13  
Mark Regan, inside front cover, pages 2,  
6–7, 16–17  
Irene Young, page 1 (right)

## EVALUATOR'S STATEMENT

We have studied dozens of teacher development efforts over the past twenty years. Most of them have limited success because they are conceived and funded as finite, short-term projects whose assets are lost from the education system when they lose funding. The improvement of teaching, however, is not a short-term task; it is an ongoing challenge that requires lasting work. We have studied the National Writing Project for over ten years, documenting the scale, scope, and quality of NWP programs. The NWP is unique in its ability to generate a steady stream of teacher leadership into the education system, and to produce high-quality professional development on a national scale year in and year out. The enduring success of the National Writing Project model demonstrates how benefits can accrue from long-term investment in an infrastructure for improving teaching. Through the ongoing presence of the NWP, teachers can accumulate—and disseminate—solutions to teaching's toughest problems. NWP develops educational capital in the form of teacher leadership that “keeps on giving” to classrooms, schools, the larger education system, and the profession.

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## NATIONAL WRITING PROJECT

IMPROVING WRITING AND LEARNING IN THE NATION'S SCHOOLS

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