I am the bridge from what my students do today to who they become in the future. The National Writing Project is my bridge to becoming a better teacher for my students.
Writing in its many forms is the signature means of communication in the 21st century. This simple truth heightens the urgency to help all of our nation’s students become strong writers and effective communicators.

The National Writing Project (NWP) pursues this goal by focusing the knowledge, expertise, and leadership of our nation’s educators on sustained efforts to improve writing and learning for all learners. The NWP’s network of more than 200 university-based sites provides high-quality, locally designed professional development for teachers across disciplines and at all levels. Each site conducts summer institutes, school-year programs, and research in order to develop the leadership and innovative approaches that are vital to teaching and learning in a digital age.

We invite you to learn more about the NWP through the teachers featured in this annual report. These inventive and skilled educators represent the growing number of NWP leaders with expertise in both subject matter and technology and an understanding of how each augments the other to inspire learning in the classroom. These teachers use their knowledge to strengthen student achievement and to help their teaching colleagues meet the increasing demands, and emerging opportunities, of digital literacy.

FROM THE CHAIR OF THE BOARD AND THE EXECUTIVE DIRECTOR

Gone are the days when teachers used computers merely for basic drills. Conducting research, evaluating sources of information, displaying data, solving problems, working collaboratively on written and oral presentations—these are the new “basic skills” of the 21st century. Never have such strenuous demands been placed on practicing teachers to master new ways to teach new skills.

DONALD MCQUADE
Chair of the Board

SHARON J WASHINGTON
Executive Director
“DIGITAL RECORDERS

capture the smart thinking of first-graders.”

Renee Webster, 34-year veteran teacher, wants to preserve that smart thinking. “We can replay it and show our young students in what ways they were so smart.” As a result, all children become more intentional about language, and special-needs students can participate more fully. In Renee’s class, students record their book talks and their best ideas. This year they have created a documentary for graduating kindergartners. Based on their experiences and interviews with other first-graders, their documentary delivers essential tips for making the leap to first grade.

I LIKE USING THE DIGITAL VOICE RECORDER BECAUSE I CAN LISTEN TO THE PODCAST ON THE INTERNET. IT EXPLODES YOUR AUDIENCE. AND IT RECORDS EVERYTHING.

RYAN, FIRST GRADE STUDENT
“PODCASTS give English language learners a non-threatening way to practice English.” Robert Rivera-Amezola, an experienced elementary school teacher, says that podcasts motivate his English language learners to extend their new language skills as they tackle complex subjects. Working together, Robert and his fourth-graders conduct research, write scripts, and record audio broadcasts for publication on the Internet. “We just posted our fourth podcast about water, land, and contamination,” Robert notes, “and about what we can do every day to conserve water.” In the process, students were able to hear themselves speak and to share their accomplishments with their parents.

“I LIKE PODCASTING BECAUSE IT CAN GO ON THE INTERNET AND I FEEL LIKE I’M A STAR. PEOPLE CAN LEARN SOMETHING FROM IT. I BECOME EVEN BRAVER . . .”

ELAINE, FOURTH GRADE STUDENT
NWP sites are located on more than 200 university and college campuses. Browse NWP’s map at www.nwp.org.
“DIGITAL STORIES give voice to students who don’t always participate in class.” Yumi Matsui, high school humanities teacher, also observes that “individual talents can shine.” Yumi offers her students a modern-day connection to history along with new digital literacy skills. Over a semester, eleventh-graders study immigration by interviewing family or community members. Working with a partner, they compose a digital story that will debut on exhibition night with their families as the audience. In the process, students work through multiple drafts and revisions, adding selected audio and video. As eleventh-grader Israel explains, “We put all the effort and time into the story because we are making it about someone who has sacrificed.”

WHAT I WROTE ABOUT MY GRANDPA WAS THE BEST STUFF I EVER WROTE. IT REALLY MEANT A LOT TO ME. WHEN I READ IT BACK TO MY GRANDPA, HE SAID IT WAS PERFECT.

ADRIANA, ELEVENTH GRADE STUDENT
needs to support learning, not higher electricity bills.” Bud Hunt, a former high school language arts teacher, bridges two worlds. “I am the teacher in the technology meetings,” he explains, “and the technologist in the teacher meetings.” His work in 48 district schools helps teachers integrate technology, particularly digital writing, into the curriculum. Bud also communicates regularly with educators around the world via his website “Bud the Teacher,” a space packed with blogs and podcasts on teaching and learning. His back-to-school message to teachers drew a flood of responses: “Be an expert when you need to be,” Bud advised. “Be a learner always. . . . Relationships and mentoring cannot be outsourced or Googled.”

"TECHNOLOGY"

THIS CHANCE TO GAIN DIGITAL FLUENCY GIVES US THE FUNDAMENTAL, EVER-CHANGING SKILLS WE NEED TO PASS ALONG TO OUR STUDENTS.

DONNA SALEMINK, TEACHER-PARTICIPANT
“TEACHERS use technology in their daily lives, but they haven’t always figured out how to use it to help students write, revise, and learn.” Felicia George, a former Head Start teacher, has devoted her career to helping adults develop state-of-the-art literacy instruction for children in after-school programs, foster care, and other settings. Today she works with teacher-leaders in the New York City Writing Project to strengthen their skills with new digital tools so they, in turn, can support their teaching colleagues in the schools. Felicia also chairs NWP’s Technology Liaison Network, a group of leaders from all sites whose individual and collective knowledge about uses of technology affects classrooms across the nation.

I AM BEGINNING TO CLOSE THE GREAT GAP BETWEEN MY UNDERSTANDING OF HOW VITAL INTERNET TECHNOLOGY IS IN TODAY’S WORLD, AND WHAT I CAN ACTUALLY DO WITH THAT TECHNOLOGY.

SUSANNAH THOMPSON, TEACHER-PARTICIPANT
FINANCIAL SUMMARY

**2008**          **2007**

<table>
<thead>
<tr>
<th>Statement of Activities</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUES AND OTHER SUPPORT</td>
<td>$21,469,237</td>
<td>$21,469,237</td>
<td>$21,532,500</td>
<td>$21,532,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal grant</td>
<td>$21,469,237</td>
<td>$21,469,237</td>
<td>$21,532,500</td>
<td>$21,532,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other grant revenue &amp; contributions</td>
<td>385,099</td>
<td>75,128</td>
<td>1,139,217</td>
<td>267,123</td>
<td></td>
<td>267,123</td>
</tr>
<tr>
<td>Publications and professional service revenue</td>
<td>40,374</td>
<td>40,374</td>
<td>63,089</td>
<td>63,089</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net investment and other interest income</td>
<td>60,853</td>
<td>60,853</td>
<td>65,783</td>
<td>65,783</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>330,800</td>
<td>(330,800)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues and Other Support</strong></td>
<td>$22,279,353</td>
<td>$430,328</td>
<td>$22,709,681</td>
<td>$21,928,499</td>
<td></td>
<td>$21,928,499</td>
</tr>
</tbody>
</table>

| EXPENSES | | | | | | |
| Program services | $19,650,992 | $19,650,992 | $19,438,094 | $19,438,094 |                      |       |
| Writing project developments | 1,245,000 | 1,245,000 | 1,245,000 | 1,245,000 |                      |       |
| Supporting services | 2,474,327 | 2,474,327 | 2,397,612 | 2,397,612 |                      |       |
| Total Expenses | $22,125,319 | $330,328 | $22,455,647 | $21,835,706 |                      | $21,835,706 |

| CHANGE IN NET ASSETS | | | | | | |
| Total Liabilities | $1,837,752 | $1,837,752 | $1,744,959 | $1,744,959 |                      |       |
| Total Net Assets | $4,017,123 | $3,127,375 |                      |       |                      |       |

**STATEMENT FROM INVERNESS RESEARCH**

NWP built on its existing national infrastructure of more than 200 local sites to ramp up its capacity to help teachers learn to better use technology for teaching and learning. The NWP model for leadership development in technology—where leading teachers are supported in developing technology expertise in their own classrooms—enabled NWP sites to expand their cadre of teacher-consultants who could share their knowledge with other teachers through local professional development programs. The work of NWP sites participating in the Tech Initiative included creating new programs that were specific to teachers in their local areas, as well as building broader partnerships that enhanced their states’ capacity to teach teachers.

**STREET FROM INVERNESS RESEARCH**

**STATEMENT FROM INVERNESS RESEARCH**

NWP built on its existing national infrastructure of more than 200 local sites to ramp up its capacity to help teachers learn to better use technology for teaching and learning. The NWP model for leadership development in technology—where leading teachers are supported in developing technology expertise in their own classrooms—enabled NWP sites to expand their cadre of teacher-consultants who could share their knowledge with other teachers through local professional development programs. The work of NWP sites participating in the Tech Initiative included creating new programs that were specific to teachers in their local areas, as well as building broader partnerships that enhanced their states’ capacity to teach teachers.


**BOARD OF DIRECTORS**

Donald McQuade  
Chair of the Board  
Professor of English  
University of California, Berkeley

Daniel Bogdan, Jr.  
Retired Senior Vice President  
National Collegiate Athletic Association  
Oakland, CA

Michelle T. Drake  
Communication Programs Manager  
Agilent Technologies Inc.  
Santa Clara, CA

Donald Gallehr  
Director  
Northern Virginia Writing Project  
Associate Professor of English  
George Mason University  
Fairfax, VA

George P. Haley  
Partner  
Pillsbury Winthrop  
San Francisco, CA

Augusta Souza Kappner  
President Emeritus  
Bank Street College of Education  
New York, NY

David Meyerowitz  
President and CEO  
Strategic Capital Corporation  
Toronto, Canada

**MANAGEMENT TEAM**

Sharon J. Washington  
Executive Director

Judy Buchanan  
Deputy Director

Rosanne Barter  
Communications

Gary J. Cordova  
External Relations and Development

Elyse Edelman-Aadahl  
National Programs and Site Development

Paul LaMaire  
Research and Evaluation

Marilyn Lowes-Grant  
Operations

Michel Mathis  
Grants and Contracts

Mary Ann Smith  
Government Relations and Public Affairs

Patrick Sweeney  
Finance

Dan Tormey  
Information Systems

**CREDITS**

Creative Services: Stiege/Thomson Communications

Photography: Drew Endicott, cover (top), inside front cover, pages 5, 11, 12, Jason Miczek, cover (middle, bottom), pages 6, 15, David Schmitz, page 3 (left); Irene Young, page 3 (right), back cover