

Consider bringing NWPNH: The National Writing Project in New Hampshire to your school or district.

The mission of the National Writing Project in New Hampshire (formerly the Plymouth Writing Project) is to improve the teaching of writing in New Hampshire schools. Through its professional development model, NWPNH recognizes the primary importance of developing and extending teacher knowledge, expertise, and leadership.

We view writing as a basic component of becoming an educated person, and an essential skill for living in today's world. We work with teachers at every level in every discipline to use writing to promote critical thinking in all subject areas. We can help teachers design assessments, activities and programs integrating writing into their teaching. Our work is well-aligned to help with the implementation and effective delivery of the Common Core Curriculum.

Through building an extensive network of teacher leaders, the NWPNH seeks to promote exemplary instruction of writing in every classroom in the state. NWPNH programs include summer institutes for teachers, graduate-level courses, workshops, classroom and program consultations, and reflective practice, inquiry, study and writing groups.



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National Writing Project
in New Hampshire
because writing matters



**Writing is more essential than ever.
We need to teach writing
in all subjects now.**



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Plymouth State
UNIVERSITY

NWPNH: Menu of Staff Development Opportunities for School Districts:

This is a sampling of the programs we offer. We prefer to develop customized programs in consultation with teachers in a school district in response to local needs.

Topics include:

- Writing Across the Curriculum and the Common Core
- Place-based Writing
- Writing and New Literacies
- Writing and Critical Thinking
- Teacher Action Research
- Urban Leadership
- Struggling and Reluctant Writers
- Assessment
- Writing on Demand
- Writing and Art

Formats:

- Graduate courses
- Special focus institutes
- Workshop series with follow up
- Classroom consultations
- Teacher research groups
- Reflective practice groups

The National Writing Project in New Hampshire Model

Our work is guided by the following principles:

- Writing is fundamental to learning in all subjects and is pivotal to learning, academic achievement, and job success.
- Teachers are key to reform in education.
- Writing instruction begins in kindergarten and before and continues through university.
- Learning is experiential, theoretical, practical, and reflective.
- The most effective teachers of writing are those who write themselves.
- Diverse voices and perspectives create an enriched learning environment.
- Professional development continues throughout teachers' careers.
- Exemplary educators partnered with university faculty make the most effective teachers of other teachers.



Here is what some educators say about NWPNH's Professional Development:

"Teachers leave the NWPNH Institute feeling invigorated and inspired about what they teach, but they are also empowered to become leaders within their schools. This is not simply professional development—it is an experience that provides us the time to reflect on what we do as teachers. It is the kind of work I hear teachers constantly saying they crave."

~Angie Miller,
2011 NH Teacher of the Year,
2010 NWPNH fellow

"It is hard to call the offerings of the PWP 'professional development' because it is far more. It is a model of educational reform, by creating professional communities of highly skilled and knowledgeable teachers who possess the disposition to support other teachers. This, combined with the most current and proven research of best practices for teaching and learning, has created a program that is successful for both the teachers who participate and their students. After teaching at many grade levels for over 25 years, in applying these techniques, strategies and approaches in my own classrooms (both middle school and college), I am seeing positive growth in my students that I have not seen in the past."

~Tina Proulx,
Literacy Coach, Manchester School District.
2009 NWPNH Fellow

