

## COLLINS WRITING PROGRAM

# Three Steps to a Successful Program Implementation

*Collins Education Associates has over twenty years of experience working with school districts to improve instruction and student achievement through thinking and writing. Give us a call to arrange a **free consultation** with one of our Associates about your school improvement plans and professional development needs. You'll be glad you did!*

800-932-4477

The *Collins Writing Program* emphasizes writing across the curriculum. A successful implementation typically requires a two to three year commitment by the school or district and may include teacher and administrator workshops, demonstration lessons, grade level meetings, writing folder reviews, and in-depth summer institutes.

CEA understands that a "one-size-fits-all" implementation plan isn't practical. We'll work collaboratively with you to:

- assess your staff skills level and determine long term growth expectations
- select the training activities that will best meet your objectives
- provide a proposal for approval and implementation

The following takes a closer look at the process we'll use to design your training plan.

### STEP 1: ASSESS SKILLS & SET GOALS

User Levels\Staff Skill Level	Current Status ( % of Staff )	Year 1 Goal ( % of Staff )	Year 2 Goal ( % of Staff )	Year 3 Goal ( % of Staff )
<b>I. Non/New User:</b> No program awareness or use.	__ %	__ %	__ %	__ %
<b>II. Novice:</b> Uses Type 1 & Type 2 writing occasionally ( one or more times per semester ).	__ %	__ %	__ %	__ %
<b>III. Emerging:</b> Uses Type 1 & 2 writing frequently ( two to five times per week ) and Types 3 & 4 occasionally ( one or more times per semester ).	__ %	__ %	__ %	__ %
<b>IV. Proficient:</b> Uses Type 1 & 2 writing consistently ( three to five times per week ) and Types 3 & 4 frequently ( one or more times per month ). Also, uses clear FCAs and oral reading.	__ %	__ %	__ %	__ %
<b>V. Expert:</b> Displays all Proficient behaviors along with occasional Type 5 writing, clear FCAs tied to state/district goals, focused/ timely corrective feedback, 3-step editing process, and elaborated 7 element assignments.	__ %	__ %	__ %	__ %

320 Main Street, PO Box 957  
West Newbury, MA 01985

**CEA**  
Collins Education Associates

1-800-932-4477  
www.collinseducationassociates.com

# COLLINS WRITING PROGRAM

## Three Steps to Success (cont.)

*Our goal is simple: to develop expert program users as quickly as possible in order to help you meet your school improvement goals.*

### STEP 2: CHOOSE TRAINING ACTIVITIES

CEA will work closely with you to determine the training activities that best match your staff needs and district/school goals. We offer an array of professional development activities including:

**Introductory One Day Workshop:** All of our work begins with a one day (or two half days) introduction to the Five Types of Writing described in our core text, *Developing Writing and Thinking Skills Across the Curriculum*. Upon completion, teachers will be at the Novice or Emerging user levels.

**Follow-up One Day Workshop:** Within a month or two after the initial day of training, a second day of training should occur. This day will review the Five Types of Writing, help staff develop and refine “focus correction areas”, and introduce the writing folder review process. Following this workshop, most teachers will have progressed to the Emerging or Proficient user levels.

**In-School Support:** After the initial two days of training, a school or district has many options, including more full day or half day staff development sessions, in-class demonstration lessons, and team or grade level meetings to troubleshoot and address implementation issues. Your schedule, budget, and training needs will determine the course of action to follow.

**Writing Folder Reviews:** A critical element of the *Collins Writing Program* involves periodically reviewing writing folders to assess the success of the implementation. For both teachers and instructional leaders, a folder review helps identify implementation strengths and areas for future professional development. Typically, informal reviews are done throughout the year and a formal folder review is completed in the spring. Folder reviews are conducted using a customized questionnaire (provided by CEA) that reflects your school’s needs and requirements.

**Summer Institutes/Courses:** We offer an intensive course, with a graduate credit option, that is designed to help Novice and Emerging level teachers become Proficient and Expert users. The institute creates an on-staff team of model program users to support other teachers as they become fully competent in their use of the program.

### STEP 3: FINALIZE & IMPLEMENT THE PLAN

User Levels/Activities	Introductory Workshop ( 1 Day )	Follow-up Workshop ( 1 Day )	In-School Support ( TBD )	Writing Folder Reviews ( 2/Yr. )	Summer Institute/ Course ( Week )
I. Non/New User					
II. Novice	√	√			
III. Emerging	√	√	√		
IV. Proficient	√	√	√	√	
V. Expert	√	√	√	√	√
Ongoing Progress Assessment					

320 Main Street, PO Box 957  
West Newbury, MA 01985

**CEA**  
Collins Education Associates

1-800-932-4477  
www.collinseducationassociates.com