

WHY OFFER A COLLINS WRITING PROGRAM INSTITUTE?

To earn FREE TRAINING for your school or district!

It's as easy as 1-2-3 ...

1. Choose an Institute

Review the current list of Institutes offered on page 2 of this flyer or at www.collinsed.com/institutes.htm. Both one and two day Institutes are offered. Choose the one(s) that best meet the needs of your teachers.

2. Enroll Unlimited Teachers from your School or District

An unlimited number of your district's staff can attend for one, low daily rate—plus a books and materials fee (typically \$20 to \$30).

3. Earn FREE Training

It's easy! Simply host the session in your school or district and invite colleagues from other schools or districts to attend. We'll register and invoice outside participants for you. For every outside educator who attends at the regular rate of \$100 for a one day Institute or \$200 for a two day—plus a books and materials fee (typically \$20 to \$30), you'll earn a credit of \$100 or \$200 toward the cost of the Institute. And, if you earn more credits than the cost of the session, we'll apply the excess credits toward future professional development or materials.

QUALITY TRAINING, PROVEN RESULTS

Contact us today to learn more.



Collins Education Associates
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COLLINS WRITING PROGRAM

INSTITUTES

All Institutes are available as one or two day workshops.

INTRODUCTORY INSTITUTES

- *Improving Student Performance Through Writing and Thinking Across the Curriculum (4-12)*
- *Develop a Strong Foundation of Writing Skills Through the Collins Writing Program (K-3)*
- *Meeting the Cross-Curricular Challenge of Literacy Standards (K-8)*
- *Meeting Literacy Demands in Career and Technical Schools (9-12)*

SPECIALTY INSTITUTES

- *How Did You Get That? Improving Written Responses in Math (K-12)*
- *Evidence-Based Reading and Writing: TDA, DBQ, and SAT (3-12)*
- *The Big Three: Research-Based Practices that Impact Student Achievement (3-12)*
- *Open Response: 18 Strategies to Improve Student Performance in All Subjects (3-10)*
- *Seven Sentence Building Activities to Develop Advanced Writers (2-10)*
- *How to Painlessly Teach Essential Writing Conventions (2-12, one-day only)*
- *Tell A Story About a Time . . . Improving Narrative Writing (2-10)*

ADVANCED INSTITUTES

- *Four Essential Writing Assignments (4-12)*
- *Designing Curriculum-Based Writing Assignments (4-12)*
- *Coaching Collins ~ Techniques for Improving Implementation (1-12)*

Details & Rates:

The cost of a one day Institute is \$1,600 (no consultant overnight) or \$2,600 (consultant stays overnight). The cost of a two day Institute is \$3,200 (no consultant overnight) or \$4,500 (consultant stays overnight). There is an additional fee for books and materials for each person attending (typically \$20 to \$30) that will be determined when the workshop arrangements are made with the hosting school or district.

Participants from outside the sponsoring school or district pay \$100 for a one day Institute or \$200 for a two day Institute, plus a books and materials fee (typically \$20 to \$30). All outside school or district tuition (excluding books and materials fee) is credited toward the host's invoice. Example: For a one day "no consultant overnight" workshop (\$1,600), enroll 16 outside participants at \$100 and the workshop is free for your school or district! Credits earned in excess of the Institute fee can be applied to future professional development or materials (time limits apply).

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COLLINS WRITING PROGRAM

Frequently Asked Questions

I would like to host a Collins Institute. What exactly are my commitments?

If you host an Institute you are committed to the cost of the Institute. But, if you are depending on outside participants to help subsidize the costs and you do not get enough outside participants to make the Institute financially possible, you can cancel up to 30 days in advance without any obligation. CEA will contact you before the 30 day deadline to confirm that the Institute will be held.

How will Institutes be advertised?

We see Institutes as a joint effort between the hosting school or district and Collins Education Associates (CEA). We expect that the hosting school will notify surrounding schools of the Institute and use whatever other channels are available (e.g., colleagues, collaboratives, professional associations) to announce the Institute. CEA will provide you with a flyer that can be reproduced and/or sent out electronically. We will post the Institute on our website, too. Our associates, who are in schools across the country, will also direct educators to the site's Institute listing.

Are there any special site requirements?

Basically, there are no requirements beyond what you would provide during a typical professional development day. Hosting schools/districts should consider the following:

- Plenty of parking, especially to accommodate outside participants.
- A comfortable room, with air conditioning in the summer, large enough to accommodate the group.
- Everyone will need a writing surface and room to move around. We try to avoid auditoriums if at all possible.
- Signs directing outsiders to the room, if necessary.
- An LCD projector and screen, flip chart and/or whiteboard. A document camera is great, but not required.
- Coffee in the morning is nice, but not required. (We know that some districts have a policy stating that refreshments cannot be provided with school funds.)
- Participants will be on their own for lunch.

Do you offer web-based training?

While we do not offer Institutes as web-based training at this time, we do offer virtual training as an online follow-up option. These sessions are time efficient and easy to implement, and the cost of \$300 per hour is substantially less than an in-person workshop. Participants get clarification and responses to their specific questions and implementation concerns. Educators commit to as little as 1 to 2-1/2 hours.

[Contact us for more information.](#)



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COLLINS WRITING PROGRAM INTRODUCTORY INSTITUTE

Improving Student Performance Through Writing and Thinking Across the Curriculum (grades 4-12)

For teachers in all subject areas grades 4 and above, department heads, principals, supervisors, curriculum committee members, and special educators.

This is our foundation workshop. It shows teachers in any content area how to use the Five Types of Writing to increase students' understanding and retention of course content while simultaneously increasing student involvement and motivation to learn. Most importantly, this workshop gives teachers the help they need to efficiently and fairly evaluate writing so that students become more skillful writers as a result of the process.

PARTICIPANTS WILL LEARN HOW TO . . .

- Integrate writing into every class—without sacrificing the teaching of content
- Use writing to save time during classroom instruction—without piles of additional papers to correct
- Utilize writing as a catalyst to enhance the quality of classroom discussions
- Employ the power of effortful retrieval
- Empower students to use self-monitoring and peer feedback during the writing process—accomplish more in less time
- Quickly create great writing assignments that promote learning of content and motivate students
- Improve writing skills and content knowledge using the four essential writing assignments
- Implement a portfolio and authentic assessment model that's manageable
- Use the Five Types of Writing to improve student performance and test scores
- Tie it all together—integrating workshop content with portfolio and authentic assessment techniques, mastery learning, differentiated instruction and outcomes-based education in today's classroom

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COLLINS WRITING PROGRAM INTRODUCTORY INSTITUTE

Develop a Strong Foundation of Writing Skills Through the Collins Writing Program (grades K-3)

For teachers in all subject areas, curriculum coordinators, principals, supervisors, curriculum committee members, school-based management team members, and special educators.

This institute provides participants with practical strategies and techniques to help their students gain writing fluency, become comfortable thinking on paper, and develop the essential writing skills they need for future academic success in any subject area. The strategies introduced also help students meet the literacy demands of standardized assessment tests.

PARTICIPANTS WILL LEARN HOW TO...

- Balance a strong writing program with the needs and demands of reading instruction
- Develop reading comprehension and vocabulary skills through writing
- Make cross-curricular connections
- Select clear focus areas in all types of writing
- Develop and expose students to self-editing and peer-editing strategies and practices
- Use writing as a method to differentiate instruction to meet all student learning needs
- Create a portfolio to manage and assess student progress and productivity
- Develop and expose primary students to genres of writing
- Employ the power of frequent, formative assessment and effortful retrieval
- Use the Collins Writing Program as a school-wide initiative for improving students' cross-curricular literacy

Contact us for more information.



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COLLINS WRITING PROGRAM INTRODUCTORY INSTITUTE

Meeting the Cross-Curricular Challenge of Literacy Standards (grades K to 8)

For teachers in all subject areas, curriculum committee members, principals, supervisors, school-based management team members, and special educators.

This institute provides participants with practical strategies and techniques to help their students gain writing fluency, become comfortable thinking on paper, and develop the essential writing skills they need for future academic success in any subject area. Most specifically, the strategies introduced help students meet the literacy demands of standardized assessment tests.

PARTICIPANTS WILL LEARN HOW TO . . .

- Improve student comprehension of informational text
- Use meaningful, substantive writing to enhance the teaching and assessment of content in all subjects
- Establish clear, focused criteria for assessing all types of writing, including those we expect to find on standardized assessment tests
- Employ the power of frequent, formative assessment and effortful retrieval
- Balance essential genres of writing—opinion, argument, informative, and narrative
- Help students develop general academic vocabulary—the words needed for success in all disciplines
- Design authentic writing assignments that promote learning and motivate students
- Use writing as a method to differentiate instruction to meet all student learning needs
- Employ self-editing and peer-editing strategies to make students less dependent on teachers
- Utilize easy-to-use resources for helping students communicate in a formal style of language
- Implement a portfolio that helps manage the paper load and encourages student reflection
- Use the Collins Writing Program as a school-wide initiative for improving students' cross-curricular literacy

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COLLINS WRITING PROGRAM INTRODUCTORY INSTITUTE

Meeting Literacy Demands in Career and Technical Schools (Grades 9-12)

For teachers in all career, technical, and academic areas, team leaders, curriculum coordinators, principals, directors, and special educators.

This institute provides educators in career and technical schools with practical strategies and techniques to bring students to a high level of literacy and improve understanding of any course content—academic or technical. Based on the popular books, *The Collins Writing Program: Improving Student Performance* and *Improving Writing Skills in Career and Technical High Schools*, this institute gives quick, easy-to-grade, topic-appropriate writing assignments that will motivate, challenge, and improve student reading and writing skills. Career and technical schools that have implemented these techniques have achieved high scores on assessment tests.

PARTICIPANTS WILL LEARN HOW TO . . .

- Improve student comprehension of informational text
- Draw out and build upon student background knowledge
- Use writing to enrich shop skills and content area knowledge
- Motivate students with authentic, real-world writing opportunities
- Empower students to self-correct and peer edit
- Establish clear, focused criteria for assessing all types of writing
- Adapt writing instruction to address all students, including special needs
- Utilize writing to save time during class or shop instruction—without piles of additional papers to correct
- Receive 26 ready-to-use writing assignments designed specifically for career and technical courses
- Use the Collins Writing Program school-wide, using common language and strategies across all grade levels

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

How Did You Get That? Improving Written Responses in Math (grades K-12)

*For **math** teachers, department heads, principals, supervisors, curriculum committee members, and special educators.*

Open response questions require students to show or explain their answers and are often the most difficult math problems for students to solve. They also present a unique window into how students think about mathematics. This workshop will look carefully at students' written response work and help you diagnose underlying weaknesses that affect their achievement level and understanding of math. Seven critical strategies that help students produce complete and thorough answers in math will be introduced.

Participants will learn techniques to get every student involved in mathematical thinking and show students how to take more responsibility for learning. There will be a special emphasis on designing quick assessments, improving mathematical vocabulary, computing, and reading strategies. Participants will learn how to use focused criteria to score open response answers and create great math assignments. All examples will align with the new state frameworks for math.

PARTICIPANTS WILL LEARN HOW TO . . .

- Boost scores without endless drill
- Engage and motivate students with easy-to-use techniques that draw out and reinforce what they already know
- Use writing to assess and build metacognition
- Teach consistent reading strategies for dissecting open response questions
- Analyze the most common state test graphics and the questions that accompany them
- Identify vocabulary words that strengthen open responses
- Understand, design, and use questions that align with the Math Frameworks
- Communicate the item-specific rubrics used to score answers
- Use the state DOE websites to understand the text-structure of questions
- Watch or participate in a demonstration lesson that engages *all* students

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

Evidence-Based Reading and Writing: TDA, DBQ, and SAT (grades 3-12)

For teachers in all subject areas, department heads, curriculum coordinators, principals, supervisors, curriculum committee members, and special educators.

Evidence-Based Reading and Writing is a new offering from Collins Education Associates that requires no background knowledge of the Collins Writing Program. It is a schoolwide approach for grades 3-12.

Careful reading, thoughtful analysis, and clear writing have always been valuable skills in a democracy. As the internet explodes with questionable news stories, conspiracy theories, and disreputable websites, students need to be even more critical when they read and interpret evidence. And when they write, they need to use evidence effectively to make or critique a claim.

To encourage and measure these skills, many states have added text dependent analysis questions (TDAs) to their assessment tests. Students who do not receive thoughtful instruction on how to read closely, find and cite quotes, and interpret textual evidence make little progress toward clear writing. Many resort to randomly inserting quotations with no context or explanation. Others choose quotes that are irrelevant, insubstantial, or incomplete. Students may not know how to truncate a quote or interpret the essential phrases within a quote. And without these skills, students will not be able to write meaningful essays.

This workshop offers guidelines and exercises to help students choose, use, and explain evidence in their text dependent analysis and evidence-based essays.

DURING THE SESSION, PARTICIPANTS WILL LEARN . . .

- Five guidelines to help prepare students for TDAs, DBQs, and the SAT and promote a wide range of content-based reading
- Key elements of evidence-based prompts and essential general academic vocabulary that appears most frequently in prompts
- Writing techniques that help students create clear central idea statements, retain content, and improve word choice
- Three reading strategies that help students preview, closely read, and engage with complex text
- Four strategies to cite textual evidence that lead to more sophisticated writing

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

The Big Three: Research-Based Practices that Impact Student Achievement (grades 3-12)

For teachers in all subject areas, department heads, curriculum coordinators, principals, supervisors, curriculum committee members, and special educators.

Lessen the stress of curriculum demands and state testing by focusing on three best practices that help students get, retain, and organize information.

- **The Retrieval Routine:** a series of short, 5-10 minute activities that improve student engagement and make learning stick
- **Ten Percent Summary** to teach content, enhance literacy, and improve close reading, writing, and critical thinking
- **Compare and Contrast Grid** to help students gather and organize information and build higher order thinking skills

You will leave this high energy workshop fully prepared to plan, assign, and quickly evaluate assignments built around our three research-based practices. Participants will receive a resource package with reproducible materials to begin using the next day and to share with colleagues.

OUTCOMES

- Learn about three school-wide practices that every teacher can implement to improve student achievement
- Help students develop general academic vocabulary—the kind needed for success in all disciplines
- Improve student comprehension of informational text while learning course content
- Use the Ten Percent Summary as a schoolwide assignment to encourage close reading of complex text
- Give quick, clear, productive feedback
- Employ the power of frequent, low-stakes formative assessment and “effortful retrieval”
- Help students organize and structure multi-paragraph analytical essays

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

Open Response: 18 Strategies to Improve Student Performance in All Subjects (grades 3-10)

For teachers in all subject areas, curriculum committee members, principals, supervisors, school-based management team members, and special educators.

This institute provides practical strategies and techniques for teachers as well as students. The activities will assist teachers in analyzing standardized tests, enabling them to plan purposeful writing assignments. It also provides teachers with a variety of activities that will help students read questions and/or passages for understanding, plan and write high quality responses, and score and revise their answers based on specific state rubrics in all content areas. The strategies focus on critical reading and writing skills and, without teaching to the test, help prepare students for standardized tests.

PARTICIPANTS WILL LEARN HOW TO . . .

- Analyze assessment tests and their questions
- Identify and teach general academic vocabulary that improves students' ability to understand open response questions
- Recognize and teach content vocabulary that enhances open response answers
- Develop and integrate questions that align with high stakes tests in all content subjects
- Create and incorporate on a regular basis open response questions that require understanding of content
- Design prewriting activities to yield high quality open response answers
- Facilitate activities which will help students "dissect" open response questions
- Help students evaluate and revise their own open response answers using specific rubrics
- Combine and integrate workshop content with daily writing in all content subjects without teaching to the test

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

Seven Sentence Building Activities to Develop Advanced Writers (grades 2-10)

For teachers in all subject areas, curriculum coordinators, principals, supervisors, curriculum committee members, school-based management team members, and special educators.

Good teaching involves chunking materials into digestible portions, and this is especially true in writing. Students are often asked to write long pieces without any chunking, and these assignments are frequently accompanied by an overwhelming rubric. This Institute teaches the foundation of good writing and how to build sentences—one word, one principle, one structure, one figure of speech, and one grammatical rule at a time. Your students will love the sentence building activities and will be prepared to move on to more sophisticated writing issues. If teachers ask, “Where do I begin with these kids?” this workshop will set the table.

In addition, sentence building creates a strong foundation in language and writing. Opinion, argument, informative, and narrative writing will reach higher levels because students will have a solid understanding of conventions, structures, style, and voice.

PARTICIPANTS WILL LEARN HOW TO . . .

- Eliminate fragments and run-ons in student writing
- Employ the rules and principles of good writing from Strunk and White’s *The Elements of Style* in your classroom
- Present the structures of sentences in a logical way that students understand and can incorporate into their writing
- Use figures of speech to add a “wow effect” to student writing
- Motivate students to write clear, compelling sentences that will increase their scores on high stakes tests
- Teach focus correction areas (FCAs) using Essential Conventions *Check Mate*
- Teach word choice, formal style, and elaboration
- Integrate Sentence Building and the Collins Writing Program
- Implement a six- to eight-week plan to achieve all of the above

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

How to Painlessly Teach Essential Writing Conventions (grades 2-12)

For teachers in all subject areas, department heads, principals, supervisors, curriculum committee members, and special educators.

With today's emphasis on "formal language," teachers are asking themselves familiar questions with even greater urgency:

1. At what grade should students be expected to capitalize first words of sentences consistently, punctuate dialogue correctly, be aware of subject-verb agreement, or use an ellipsis properly in a quote?
2. How do I keep from teaching the same conventions over and over?
3. How do I make my students more responsible for self-editing?
4. Should students be allowed to use a "cheat sheet" when editing their work?

This institute focuses on these and other questions that have frustrated teachers for decades. Come to this fast-paced, interactive workshop to discover what the "priority conventions" are and ways to address them in your writing assignments. Learn about using focus correction Areas (FCAs) to find the right balance for emphasizing content, organization, style, and conventions. Also learn how to use *Check Mate*, a simple, easy-to-use student reference guide for the most frequently used and tested writing conventions.

PARTICIPANTS WILL . . .

- Learn what the essential conventions of formal language are and how to teach them
- Become familiar with The Top Twenty (the most common writing mistakes made by college freshmen) and why they matter to elementary, middle, and high school teachers
- Learn to develop the academic vocabulary students need to talk about writing conventions
- Discover how to help students master conventions through meaningful practice and application to authentic writing tasks
- Know how to embed writing, along with essential conventions, throughout the curriculum
- Learn how to use high-priority conventions as the "third FCA"
- Begin to prepare students for the language arts challenges of standardized assessment tests.

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COLLINS WRITING PROGRAM SPECIALTY INSTITUTE

Tell a Story About a Time . . . Improving Narrative Writing (grades 2-10)

For teachers in all subject areas, curriculum coordinators, department heads, principals, supervisors, curriculum committee members, and special educators.

Narrative writing, whose primary purpose is to tell a story, is one of the most powerful forms of communication. Research shows that the human brain is wired to receive stories and as a result, stories play an important role in both informative and opinion writing. In this dynamic and extremely practical session, learn how to improve narrative writing with oral, kinesthetic, and written exercises that show all students (including ELL and SPED) how to build an effective story. This workshop is a perfect fit with the Common Core Literacy Standards because it includes text models that connect and develop reading, writing, and vocabulary skills.

The presenter will describe four ideas to improve narrative writing, expand on those ideas with demonstrations and activities, and provide strategies that educators can apply to their writing lessons. Throughout the workshop, participants will learn techniques to get every student involved in and excited about writing and help students take more responsibility for their own progress.

PARTICIPANTS WILL . . .

- Understand the four key ideas to improving narrative writing
- Be able to use text models to identify and begin to teach techniques of effective description and narration
- Be ready to implement critical strategies that improve word choice, elaboration, and dialogue
- Learn about the Pixar Formula for planning plot lines of stories
- Be prepared to introduce strategies that improve editing and revising and skills like sentence variety and transitions

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COLLINS WRITING PROGRAM ADVANCED INSTITUTE

Four Essential Writing Assignments (grades 4-12)

For teachers in all subject areas, curriculum coordinators, principals, supervisors, curriculum committee members, school-based management team members, and special educators.

This institute is valuable to all teachers whether they use the Collins Writing Program or not. In this fun, activity-filled session, you will learn how to plan, teach, and assess four key assignments that significantly impact student achievement. This workshop is particularly appropriate for schools that are preparing for standardized assessment because the essential assignments align so well with the performance tasks recommended in many states.

Based on the flagship book by Dr. John Collins, *The Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum*, this practical, hands-on workshop builds upon the extensive research from Marzano, Graham and Perin, and others.

PARTICIPANTS WILL LEARN HOW TO . . .

- Teach the four essential writing assignments
- Combine the four essential assignments to produce lengthy substantive writing
- Apply a decision-making model that answers the question, "How often should my students write and what specific assignments should I be giving?"
- Use a three-step editing model to help students become better editors of their own and their peer's work
- Employ reading-writing strategies to improve comprehension and retention of subject matter
- Increase academic vocabulary and improve word choice
- Utilize a critical thinking chart that helps students produce organized and content rich opinion and argument essays
- Help students improve scores on open-response and writing assessment tests

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COLLINS WRITING PROGRAM ADVANCED INSTITUTE

Designing Curriculum-Based Writing Assignments (grades 4-12)

For teachers in all subject areas, department heads, principals, supervisors, curriculum committee members, school-based management team members, and special educators.

Through our extensive work in schools, we find two common concerns: Students cannot complete writing assignments that require extensive effort and their writing is formulaic and without voice. This workshop will address these two issues and give teachers an efficient model for designing rigorous, content-based writing assignments that help students prepare for high stakes writing assessments.

PARTICIPANTS WILL LEARN HOW TO . . .

- Design clear writing assignments using a seven element template
- Apply strategies that help students add voice and personality to their writing
- Format assignments that are authentic and, therefore, more appealing
- Systematically structure assignments so that longer assignments are less daunting
- Give clear, productive feedback that will help improve students' writing
- Utilize strategies to improve self and peer editing
- Implement guidelines to create unambiguous criteria for evaluating assignments
- Arrange a sequence of assignments that produce original, non-plagiarized research papers
- Select grade appropriate essential conventions that students need to be successful writers

PARTICIPANTS WILL RECEIVE . . .

- Model assignments for immediate classroom use
- The best assignments to give at the beginning and end of the school year
- Four essential assignments that every content teacher should consider

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COLLINS WRITING PROGRAM ADVANCED INSTITUTE

Coaching Collins ~ Techniques for Improving Implementation (grades 1-12)

For teachers, coaches, administrators, and staff development specialists at all grade levels who are interested in supporting the Collins Writing Program in their school or district.

Institute participants must have a basic working knowledge of the Collins Writing Program (CWP) and a willingness to work with colleagues to refine their use of the program. This Institute is perfectly suited to members of professional learning communities as well as educators who fill traditional administrative or coaching roles. It will help participants become Collins experts **and** mentors.

A special feature of this workshop is that all participants will receive one copy of every Collins Education Associates publication appropriate for their school or grade—a \$200+ value.

PARTICIPANTS WILL LEARN HOW TO . . .

- Assume multiple roles as a Collins Coach
- Use unobtrusive measures to monitor the success of the CWP implementation
- Employ the 15/3 model to develop ideas for Collins lessons to use during classroom visits
- Identify and address the most common implementation challenges
- Establish expectations and policies for implementing the CWP for your school or district
- Tailor the CWP to fit your school's specific needs based on test data
- Integrate writing activities into workshops and faculty meetings
- Place school-wide emphasis on the conventions of good writing that all teachers in all subject areas can implement
- Manage change and encourage enthusiasm for the CWP

PARTICIPANTS WILL RECEIVE . . .

- Scales and rubrics to help assess implementation
- Copies of all grade-relevant supporting resources

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