

Three Steps to Successful Implementation

Collins Education Associates has over thirty years of experience working with school districts to improve instruction and student achievement through writing and thinking across the curriculum. Contact us to arrange a free consultation with one of our Associates about your school improvement plans and professional development needs.

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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; and
- 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)
I. Non/New User: No program awareness or use.	__%	__%	__%	__%
II. Novice: Uses Types One and Two Writing occasionally (one or more times per semester)	__%	__%	__%	__%
III. Emerging: Uses Type One and Two writing frequently (two to five times per week) and Types Three and Four Writing occasionally (one or more times per semester)	__%	__%	__%	__%
IV. Proficient: Uses Types One and Two Writing consistently (three to five times per week) and Types Three and Four Writing frequently (one or more times per month); also, uses clear FCAs and oral reading	__%	__%	__%	__%
V. Expert: Displays all Proficient user behaviors along with occasional Type Five Writing; clear FCAs tied to state/district goals; focused/timely corrective feedback; three-step editing process; and elaborated seven-element assignments	__%	__%	__%	__%

COLLINS WRITING PROGRAM

Three Steps to Success (cont.)

Step 2: Choose Training Format and Activities from Our Offerings.

CEA will work closely with you to determine the training format and activities that best match your staff needs and district/school goals. Collins professional development is available in two forms—virtual and in person. Some of our most popular options include:

Introductory One-Day Workshop—All of our work begins with an introduction to the Five Types of Writing. 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 will occur, which will review the program and help staff develop and refine the first session's work.

Writing Folder Reviews—A critical element of the program involves periodically reviewing writing folders to assess implementation. Typically, informal reviews are done throughout the year and a formal folder review is completed in the spring.

Summer Institutes and Graduate Courses—We offer courses with a graduate credit option to help Novice and Emerging users become Proficient or Expert users.

Please refer to our complete list of [professional development offerings](#) and [contact us](#) with any questions. One of our associates will consult with you to choose the options best suited to your needs.

Step 3: Finalize & Implement Your Custom Plan.

The following chart is a sample of a suggested implementation plan, based on the results of the initial survey:

User Levels\Activities	Introductory Workshop (One Day)	Follow-up Workshop (One Day)	In-School Support (TBD)	Writing Folder Reviews (Two/Year)	Summer Institute or Graduate Course (Five Days)
I. Non-/New User					
II. Novice	√	√			
III. Emerging	√	√	√		
IV. Proficient	√	√	√	√	
V. Expert	√	√	√	√	√
Ongoing Progress Assessment					