



Helping School Leaders Foster a Culture of Writing

Tip #1: Classroom Evidence

One of the most frequent questions we hear from school leaders is, “How can I support Collins Writing in my building between associate training visits?” Since a key element of Collins Writing is its common language, a great way to check in with teachers is through quick, informal classroom visits. A “Collins classroom” is easy to recognize: The common language of Collins is visible in the room and observable during instruction, and there is evidence of program use, including multiple items from the list below.

Tip #1

During class visits, walk-throughs, and instructional rounds, or at any other time you find yourself in a classroom, look for the following:

- Collins terminology used by both teachers and students
- Writing folders or notebooks with assignments in Collins format
- Assignments on display in Collins format
- Physical evidence (posters, Focus Correction Areas on the board, reference to Collins Writing Program in class objectives, etc.)

Making these simple observations will give you a sense of where Collins Writing is being used and which elements of the program are most prominent in your building.

Follow-Up with Faculty

Consider pairing your own observations with a brief Type One-inspired activity at your next monthly faculty meeting, by posing this question to teachers for quick write and discussion: “If I walked into your classroom right now, what evidence of Collins Writing would I see?”

By showing teachers that you are invested in Collins Writing, you encourage higher levels of implementation and open the door for thoughtful discussions on best practices.