



Implementation Standards and Guidelines Partnerships in Comprehensive Literacy (PCL) Model

Vision:

To develop schools committed to continuous improvement and system-wide renewal.

Mission:

To develop an apprenticeship culture that meets the needs of an ever-changing, global society.

Goal:

To develop self-regulated learners with the capacity to initiate, coordinate, and sustain school improvement.

Conceptual Framework

The Partnerships in Comprehensive Literacy model uses literacy as a tool for measuring school improvement in four related areas: student learning, teacher perceptions, school climate, and school processes. The logo of the interlocking diamonds symbolizes the dynamic, continuous relationship between a school's literacy program and the educational agencies and policies that influence school improvement. The first diamond represents the relationship of four essential components within the school: classroom literacy framework, school-embedded professional development, intervention programs for struggling learners, and accountability and research. The second diamond represents the relationship between four educational agencies: public school, university, state education department, and state legislators. The power of the PCL model is symbolized in a partnership design that acknowledges school change as a dynamic, continuous process that requires commitment and collaboration at many levels.

Ten Features of the Design

Feature 1: *A Framework for Literacy* uses a workshop approach for meeting the needs of all students within an integrated, inquiry-based curriculum.

Feature 2: *Coaching and Mentoring* uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy.

Feature 3: *Model Classrooms* are constructivist settings where teachers meet together to apprentice one another in implementing the literacy framework.

Feature 4: *High Standards* are based on Common Core Standards professional standards that align with specific benchmarks along a literacy continuum.

Feature 5: *Comprehensive Assessment System (Accountability)* includes a school-wide, seamless assessment system with multiple measures for evaluating success.

Feature 6: *System-wide Interventions* are structured within a Comprehensive Intervention Model (CIM) that includes two waves of literacy defense. The first wave is K-3, including Reading Recovery and small group interventions; and the second wave is 4-12, including classroom interventions and supplemental group interventions.

Feature 7: *Collaborative Learning Teams* use authentic contexts for learning, including study groups, book clubs, peer observations, cluster conferences, and demonstration lessons.

Feature 8: *School Planning* is developed and revised for continuous school improvement, including short and long-term goals with specific benchmarks for progress monitoring.

Feature 9: *Technology for Learning* uses technology to learn about the world, including searching for information, communicating with others, and creating new products.

Feature 10: *Spotlighting and Advocacy* are techniques for disseminating information on the model, including news releases, research articles, school reports, conference presentations, and other advocacy efforts.

Standards for Implementing the PCL Model

Functions of the PCL University Training Center (National-Louis University in Illinois)

The functions of the PCL university training center are to:

- Define and organize a network of affiliated PCL training sites for district and school coaches.
- Provide an academic setting for PCL professionals.
- Support the ongoing implementations of PCL within the university training center network of affiliated sites.
- Develop new implementations of the PCL model.
- Serve as the achievement evaluation center for children served in the PCL university training center network.
- Maintain integrity of the PCL model within the university training center network of affiliated sites.
- Ensure and maintain integrity of the PCL university training center.
- Provide for support of the PCL trainer role and the PCL university training center operation.
- Respond to and initiate policy affecting the goals, mission and vision of the PCL model within the state or region.

B. Roles and Responsibilities of District Administrator

District administrator understands the school or district roles and responsibilities for implementing the Partnership in Comprehensive Literacy model. The administrator agrees to implement the model as outlined by the PCL university training center, including the implementation of a Comprehensive Intervention Model (CIM) that provides layers of support for struggling learners across grade levels.

Standards and Guidelines for District Administrator

- 2.1 Understand the importance of the PCL implementation standards and agree that PCL schools will implement the model with depth and fidelity.
- 2.2 Agree to support PCL schools in implementing the Comprehensive Intervention Model (CIM) with depth and fidelity, including Reading Recovery for struggling first graders and supplemental intervention groups throughout all grades.
- 2.3 Provide district and school-based coaches with the necessary materials to implement the model as outlined by the PCL university training center.
- 2.4 Ensure that principals and literacy coaches will meet their roles and responsibilities within the model, as outlined by the PCL university training center.
- 2.5 Agree to continue funding of the PCL model for a minimum of three years.

C. District Literacy Coach Qualifications, Roles and Responsibilities

The District Coach acquires knowledge in five interrelated areas: 1) literacy processing theory and literacy research, 2) literacy curriculum and assessment, 3) supervision, coordination, and evaluation of a district literacy program, 4) systems change for school improvement, and 5) adult learning, including knowledge of contingent coaching and mentoring techniques for supporting teacher development. The major roles of district literacy coaches are to: 1) provide training and professional development to building coaches for implementing PCL schools; 2) provide training in the Comprehensive Intervention Model to building coaches and intervention specialists; 3) supervise, coordinate and evaluate a district's literacy plan for continuous school improvement; 4) guide schools in curricula decisions; 5) teach struggling readers daily; and 6) participate in the PCL literacy coach network.

Standards and Guidelines for District Coach

- 3.1 Understand the vision, mission, and goals of the PCL model and demonstrate the commitment to implementing the model with depth and fidelity.
- 3.2 Participate in literacy coach coursework and earn a PCL coaching certificate.
- 3.3 Maintain active status in the National Registry of PCL Literacy Coaches.
- 3.4 Teach struggling readers daily.
- 3.5 Establish a model school for clinical training, including a one-way mirror and other training facilities.
- 3.6 Teach a yearlong graduate class following the training year for school literacy coaches.
- 3.7 Provide professional development and technical support for trained school literacy coaches in subsequent years.
- 3.8 Teach a graduate class for intervention specialists and classroom teachers in the Comprehensive Intervention Model.
- 3.9 Provide site visits to literacy coaches during training year to observe and coach all aspects of the coaching role.
- 3.10 Provide site visits to trained coaches to observe one or more aspect of the coaching role.
- 3.11 Collect and analyze district data to assess the effectiveness of the implementation for literacy improvement.
- 3.12 Meet routinely with building administrators to organize, analyze, reflect, plan, and problem solve around implementation issues.
- 3.13 Spotlight and advocate for the PCL model with parents, staff, district administrators and school board members.

- 3.14 Use the discussion board and other electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.
 - 3.15 Submit an annual report to the district administration and to PCL university training center.
 - 3.16 Attend all required professional development at the PCL university training center.
 - 3.17 Agree to continue the implementation of the PCL model for a minimum of three years.
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D. School Literacy Coach Qualifications, Roles and Responsibilities

The major role of the school literacy coach is to implement and coordinate comprehensive literacy improvement at the school level. The responsibilities of a school literacy coach include: 1) providing demonstrations of the literacy framework; 2) conducting coaching cycles across the grades that focus on teaching struggling readers and writers; 3) developing model classrooms at each grade level with the goal of developing a model school; 4) coaching teachers to become mentors for other teachers; 5) coordinating the school's literacy program; 5) organizing collaborative learning communities throughout the school; 6) managing school-wide assessments for monitoring literacy achievement across the grades; 7) teaching struggling readers daily in intervention groups; and 8) participating in the PCL network of literacy coaches.

Guidelines and Standards for School Literacy Coach

- 4.1 Understand the vision, mission, and goals of the PCL model and demonstrate commitment to implementing the model with depth and fidelity.
- 4.2 Participate in all sessions of literacy coach training/graduate coursework and meet all requirements to ensure the successful implementation of the PCL model in Year 1.
- 4.3 Maintain active status in the National Registry of PCL Literacy Coaches.
- 4.4 Provide demonstrations of the literacy framework at each grade level.
- 4.5 Use coaching cycles across the grades for increasing teachers' knowledge for instructing struggling readers and writers.
- 4.6 Implement model classrooms at each grade level and move toward developing a model school as soon as possible.
- 4.7 Coach teachers to become mentors for grade level peers.
- 4.8 Teach struggling readers daily.

- 4.9 Meet routinely with building administrator(s) to organize, analyze, reflect, plan, and problem solve around implementation issues.
 - 4.10 Develop and maintain a seamless assessment system for monitoring the progress of students and ensuring that any student who falls below the proficiency level receives appropriate and timely literacy intervention and support.
 - 4.11 Make curricular recommendations for appropriate reading and writing materials across the school.
 - 4.12 Use discussion boards and other electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.
 - 4.14 Submit an annual report to the district or university coach.
 - 4.15 Attend all required professional development by the district coach or university coach trainer.
 - 4.16 Agree to continue the implementation of the PCL model for a minimum of three years.
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D. Roles and Responsibilities of the School Administrator

The school administrator understands the school's roles and responsibilities for implementing the Partnerships in Comprehensive Literacy model. The administrator agrees to implement the model as outlined by the university training center, including the implementation of a Comprehensive Intervention Model (CIM) that provides layers of support for struggling learners across grade levels.

Standards and Guidelines for School Administrators

- 5.1 Participate in the *Network of Literacy Administrators* (NLA), including attendance at NLA meetings and the Administrators' Institute at the fall Reading Recovery/K-8 Comprehensive Literacy Conference.
- 5.2 Attend a summer orientation on the PCL model.
- 5.3 Provide funding for the coach and some teachers to attend the annual Reading Recovery/K-8 Comprehensive Literacy Conference.
- 5.4 Ensure that the curriculum is aligned to state and national professional standards with benchmarks designed to monitor students' progress.
- 5.5 Attend team meetings and provide common release time for teachers to study professional texts and problem-solve on teaching and learning issues.

- 5.6 Implement a school wide intervention program with a fully implemented Reading Recovery program for the lowest first grade students and supplemental small-group support for grades K-8. Accountability also includes a school wide seamless assessment system with multiple measures (including formative and summative) for evaluating student progress over time.
 - 5.7 Ensure the literacy coach adheres to the roles and responsibilities as outlined by the PCL Training Center and aligned with the Standards of the International Reading Association.
 - 5.8 Provide funding for a wide range of reading materials designed to match student needs (including classroom libraries, guided reading books, non-fiction texts to support content learning, big books, poetry, etc.).
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E. Roles and Responsibilities of the Classroom Teacher

The classroom teacher understands the roles and responsibilities for implementing the Partnerships in Comprehensive Literacy Model. The classroom teacher agrees to implement the model as outlined by the university training center. Teachers organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. Teachers use a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops. Small group reading and writing instruction is provided to meet the needs of diverse learners; and explicit mini-lessons are tailored to meet the needs of the majority of students across the curriculum. Daily one-to-one conferences are scheduled with students during the workshop framework.

Standards and Guidelines for Classroom Teacher

- 6.1 Implement a workshop framework across the curriculum.
- 6.2 Analyze data to monitor student learning and inform teaching decisions.
- 6.3 Engage in pre-and post-conferences with the literacy coach.
- 6.4 Collaborate with colleagues on effective literacy practice.
- 6.5 Participate in intervention team meetings and collaborate with intervention specialists in aligning interventions for struggling learners.
- 6.6 Provide a classroom intervention for children who are performing below level.
- 6.7 Participate in weekly team meetings with grade level colleagues to plan, reflect and problem-solve around implementation issues and to discuss students' progress.
- 6.8 Use discussion boards to problem-solve with other literacy professionals.
- 6.9 Seek opportunities to attend PCL conferences and institutes.