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

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

Mission:
To develop an apprenticeship culture within schools to meet 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 knowledge, instructional alignment, and school culture. 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 comprehensive literacy 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: schools, universities, state agencies, and policy-makers. 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 differentiated workshop approach for meeting the needs of all students, including a balance of whole group, small group, and individual conferences 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. The goal is to develop mentor teachers with content expertise for assisting other teachers in specific areas.

Feature 3: Model Classrooms provide clinical settings where mentor teachers implement the literacy framework and peer teachers observe the teaching and learning interactions in real time.
Feature 4: High Standards provide benchmark goals for all students, including tailored support for students who need assistance to achieve the standard.

Feature 5: Comprehensive Assessment System includes a school-wide, seamless assessment system with multiple measures for evaluating progress, including formative and summative assessments, assessment walls, and walkthroughs for assessing the school environment.

Feature 6: System 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 Communities are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and demonstration lessons.

Feature 8: Well-Designed Literacy Plan is developed and revised for continuous school improvement, including short and long-term goals with specific benchmarks for progress monitoring.

Feature 9: Technology and Research are naturally embedded into teaching and learning contexts. Students use technology to seek information, conduct research, and produce projects. Teachers use technology for professional learning, collaboration, and research.

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

A. Roles and Responsibilities of a PCL University Training Center
A PCL university training center is defined by the presence of a certified PCL trainer who has received training from the UALR National PCL Training Center. Establishing a PCL university training center in a new state requires careful study and strong commitment from the supporting university and from the individual seeking PCL trainer status. University training centers are committed to training literacy coaches and intervention specialists in the Comprehensive Literacy Model (CLM) and the Comprehensive Intervention Model (CIM) and sustaining these implementations through ongoing professional development and support.

The roles and responsibilities of a PCL university training center are to:
- Implement a training program with clinical experiences for preparing literacy coaches.
- Implement a training program with clinical experiences for preparing Comprehensive Intervention Model (CIM) specialists.
- Provide ongoing professional development to affiliated coaches.
- Provide ongoing professional development to affiliated CIM specialists.
• Provide professional development for administrators and other school leaders within affiliated sites.
• Utilize and support technology as a tool for training and ongoing professional development.
• Participate in ongoing professional development with UALR (the National PCL and CIM Center) through distance learning experiences.
• Collaborate with UALR on program development, research, grants, and other common interests that support the CLM and CIM.
• Establish model classrooms within schools and use model teachers as teacher leaders.
• Conduct data and share results with stakeholders.
• Assist schools in program evaluation and improvement plans.
• Advocate at local and state levels for literacy coaches and intervention specialists.

Functions of the PCL University Training Center
PCL University Training Centers represent a network of universities committed to preparing interventionists and literacy coaches to serve as agents of comprehensive school improvement. The functions of the university network are to:
• Provide an academic setting for literacy coaches and intervention specialists.
• Support the ongoing implementations of PCL within the university training center network of affiliated sites.
• Develop new implementations of the PCL model.
• 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 training center operation.
• Respond to and initiate policy affecting the goals, mission, and vision of the PCL model within the state or region.

Procedures for Establishing and Operating a University Training Center for Training District/School Literacy Coaches
The first step in establishing a PCL university training center is to contact the Center for Literacy at the University of Arkansas at Little Rock for eligibility criteria and implementation guidelines.

Process for Applying to Establish a PCL Center
• Study the PCL program carefully, involving key stakeholders within the university. Contact other PCL Centers to learn about the implementation and maintenance of the model within the university structure.
• Contact the Center for Literacy at the University of Arkansas at Little Rock to request information about formal application. When you receive the application, you will also receive information on costs and commitments.
• Study the requirements carefully. To discuss the requirements, consult with a PCL university trainer. Consider visiting a PCL University Training Center or inviting a PCL trainer to meet with your faculty and administration for better understandings of this significant undertaking.
• Secure the support (academic and financial) of the university program faculty and administration before submitting an application to establish a PCL center.
• Secure commitment from key faculty and administrators to support the PCL center within the structures of the university (department, college, and university).
• Select one or more highly qualified and successful individuals for training as a PCL trainer of
district/building coaches.
• Allocate adequate funds for the position and training of one or more PCL trainers.
• Specify that the director of the PCL university training center shall be a certified PCL trainer.
• Identify established PCL coaches training sites near the university that can provide field
experiences for literacy coaches-in-training.
• Develop and implement procedures and processes for district/building coach selection,
matriculation, orientation, and training.
• Establish a means for collaborative planning among university training centers in the region
(in neighboring states).
• Support ongoing evaluation and research related to the PCL Model.

Requirements for Selection of PCL Trainer
The potential PCL trainer is required to:
• Hold a doctoral degree in a related area.
• Have experience in teaching children.
• Have experience in coaching classroom teachers
• Demonstrate evidence of leadership with exceptional competence in working with colleagues
and teachers.
• Possess strong oral and written communication skills.
• Have experience with data collection, analysis, and interpretation.
• Demonstrate understanding of the structures of schools and systems.

Standards and Guidelines for University Trainer
PCL university trainer will vary greatly in areas of expertise upon entry to the training. For this
reason, an individualized program that is responsive to the strengths and needs of each person is
designed. Training as a university trainer requires full-time participation for one academic year
at the University of Arkansas at Little Rock, Center for Literacy. The training includes
attendance at a summer literacy institute, attendance at the fall conference, monthly seminars
through distance learning, clinical conferences using technology, and online experiences.
Essential components of a PCL trainer’s program include (a) implementing research-based
practices; (b) coaching teachers, (c) participating in school planning; (d) conducting site visits to
established PCL schools; (e) presenting awareness sessions of PCL and CIM within the state or
region; and (f) preparing the university center for implementation.

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 affiliated
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.
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 Coach Qualifications, Roles, and Responsibilities

The District Coach acquires knowledge in five interrelated areas: 1) literacy processing theory and 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; 2) provide training in the Comprehensive Intervention Model to 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 training and earn a PCL coaching certificate.

3.3 Teach struggling readers.

3.4 Establish model classrooms and cultivate the leadership skills of model teachers to become teacher leaders across a grade or grade span.

3.5 Provide professional development and technical support for trained literacy coaches in subsequent years.

3.6 Train intervention specialists and classroom teachers in the Comprehensive Intervention Model.

3.7 Provide site visits to literacy coaches during training year to observe all aspects of the coaching role.

3.8 Use technology as a clinical tool for observing and supporting coaches in the field.

3.9 Collect and analyze district data to assess the effectiveness of the implementation for literacy improvement.

3.10 Meet routinely with building administrators to organize, analyze, reflect, plan, and problem solve around implementation issues.

3.11 Spotlight and advocate for the PCL model with parents, staff, district administrators and school board members.

3.12 Submit an annual report to the district administration and to PCL university training center.

3.13 Attend all required professional development at the PCL university training center.

3.14 Agree to continue the implementation of the PCL model for a minimum of three years.

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) modeling literacy practices; 2) conducting coaching cycles; 3) developing model classrooms; 4) coaching teachers to become mentors for other teachers; 5) coordinating school’s literacy
program; 5) providing professional development; 6) managing school-wide assessments; 7) teaching struggling readers; 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 and meet all requirements to ensure the successful implementation of the PCL model in Year 1.
4.3 Provide demonstrations of the literacy framework at each grade level.
4.4 Use coaching cycles across the grades for increasing teachers’ knowledge for instructing struggling readers and writers.
4.5 Implement model classrooms at each grade level and move toward developing a model school as soon as possible.
4.6 Coach model classroom teachers as become mentors for grade level peers.
4.7 Teach struggling readers.
4.8 Meet routinely with building administrator(s) to organize, analyze, reflect, plan, and problem solve around implementation issues.
4.9 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.
4.10 Make curricular recommendations for appropriate reading and writing materials across the school.
4.11 Use technology for live observations, coaching conferences, and peer collaboration.
4.13 Submit an annual report to the district or university coach.
4.14 Attend all required professional development by the district coach or university coach trainer.
4.15 Agree to continue the implementation of the PCL model for a minimum of three years.

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 Attend a summer orientation on the PCL model.
5.2 Provide funding for the coach and some teachers to attend the annual Reading Recovery/K-8 Comprehensive Literacy Conference.
5.3 Ensure that the curriculum is aligned to state and national professional standards with benchmarks designed to monitor students’ progress.
5.4 Attend team meetings and provide common release time for teachers to study professional texts and problem-solve on teaching and learning issues.
5.5 Implement a school wide comprehensive intervention design as a Response to Intervention approach.
5.6 Ensure the literacy coach adheres to the roles and responsibilities as outlined by the PCL Training Center.
5.7 Provide funding for a wide range of reading materials designed to match student needs.
E. Roles and Responsibilities of the Classroom Teacher

The classroom teacher understands the roles and responsibilities for implementing the 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 an integrated workshop approach 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 an integrated 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 technology to problem-solve with other literacy professionals.
6.9 Seek opportunities to attend CLM conferences and institutes.