University of Arkansas at Little Rock Center for Literacy
Training Design: Blended Approach Using Technology and Face-to-Face Sessions
Preparing Literacy Coaches for PCL and CIM Implementations

The yearlong training is designed to provide literacy coaches with diverse experiences for implementing a systemic, comprehensive literacy design for continuous school improvement. The training applies an apprenticeship approach that includes professional development seminars, virtual site observations with personal feedback, and evening classes that focus on linking theory, research, and practice. The training uses a blended approach with face-to-face attendance at a summer institute and a fall conference, monthly seminars using teleconferencing and online support, virtual observations of coaches as they perform their roles and responsibilities in their school setting, and teaching observations and interactive dialogue in real-time contexts with trained coaches.

Professional Development Seminars: These seminars include a total of 27 sessions that are scheduled from 9:00-3:00 (days 1 and 2 and 9:00-12:00 on day 3) using zoom.us teleconferencing or face-to-face (local coaches). Coaches receive an invitation to join the class about 10 minutes before 9:00. During the fall semester, the sessions focus on (a) the literacy framework with an emphasis on differentiating instruction within an integrated framework (reading, writing, language, and content workshops); (b) the roles and responsibilities of a literacy coach in implementing, coordinating, and assessing the CIM and PCL model; (c) the implementation of model classrooms and preparing model teachers as mentors for grade level peers, and (d) the CIM as a Response to Intervention method with an emphasis on layering, mixing, and matching interventions to the needs of K-8 struggling readers. In the spring semester, the sessions are designed to expand the coaches’ knowledge of the PCL and CIM implementations, while emphasizing the role of coaching cycles, collaborative learning teams, and ongoing data analysis as an integral part of school change. All sessions illustrate how sociocultural theories, literacy research, and effective practices are related to the successful implementation of two comprehensive and systemic models - CIM and PCL.

Clinical Training: All coaches receive monthly virtual site visits that focus on various aspects of the coaching role. During the fall semester, the virtual site visits focus on teaching struggling readers and implementing the literacy framework in model classrooms. In the spring semester, the virtual site visits focus on coaching cycles, literacy team meetings, and analyzing data.

Evening Classes: The theory and leadership courses are a critical part of the training. These courses use teleconferencing or face-to-face (local coaches) meetings. The theory course meets on Monday from 5:00-7:00 and focuses on cognitive processes and scaffolding theories. The leadership course is designed as a field-based course with approximately 7 meetings on Tuesday from 5:00-7:00 and independent/group activities that relate directly to the roles and responsibilities of a literacy coach.

Networking with Trained Coaches: The new coaches participate with trained coaches during 8 professional development sessions that include live lessons through zoom teleconferencing. These clinical experiences present new coaches with opportunities to interact with the larger network of literacy coaches around authentic teaching around live lessons.
**Summer Institute:** The 3-day summer institute provides coaches with an orientation to the Comprehensive Literacy Model. Day 1 focuses on evidence-based practices for increasing the literacy performance of all students and specific procedures for accelerating the literacy gains of struggling readers. Days 2 and 3 emphasize the integrated workshop as a design for promoting higher-level thinking, deeper comprehension, and the transference of knowledge.

**Fall Conference:** The 2-day conference focuses on the implementation of research-based practices for supporting student achievement and for implementing comprehensive literacy changes within schools. Specific strands are designed to meet the unique needs of special groups: Reading Recovery teachers, CIM specialists, classroom teachers, literacy coaches, and literacy leadership.

**Network of Literacy Leaders (NLA):** The NLA is designed to provide literacy leaders with opportunities to collaborate through zoom teleconferencing on literacy issues related to the implementation of PCL and CIM in their schools. The NLA meets 2 times a year and is hosted by administrators in a PCL site.