The Partnerships in Comprehensive Literacy (PCL) Model

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You might be wondering . . .

- Why do we need another model on school improvement?
- What makes this one different?
- Why should I do this?
Some Important Distinctions:

- Represents partnerships between universities, schools, and educational foundations
- Presents a framework for aligning instruction, interventions, and assessments
- Emphasizes layering as a strategy for increasing literacy achievement of lowest performing students
- Uses teachers as leaders of school improvement
Ten Features of the PCL Model

1. Framework for Literacy
2. Coaching and Mentoring
3. Model Classrooms
4. High Standards
5. Comprehensive Assessment System
6. Systemic Interventions
7. Collaborative Learning Teams
8. Well-designed Literacy Plan
9. Technology for Learning
10. Advocacy and Spotlighting
Feature 1: Framework for Literacy

- Evidence-Based Instruction
  - Differentiated Instruction
  - Integrated Curriculum
  - Problem-Solving Strategies
- Built-in Assessments
Research indicates that school reform models with greater definition and more specific implementation support strategies do better at impacting student achievement.

Clear Models and Guidelines

- Classroom framework includes specific components, time frames, and research-based practices
- Differentiated instruction allows teachers to meet the diverse needs of all students

**Reading Workshop**
- Mini-Lesson
- Small Group Instruction (Guided Reading, Assisted Writing, and Literature Groups)
- Author/Genre Studies
- Independent Reading
- Teacher Conferences
- Share Time

**Language Workshop**
- Mini-Lesson
- Read Alouds
- Investigative Units in language
- Teacher Conferences
- Share Time
A Structure for Differentiating Instruction

Whole Group

Small Group

One-on-One

Independent
Classroom Library

• Goal - 400 Books
• Minimum of 20 books per student
• Range of Levels
• Variety of Genres
• Variety of Interests
Guidelines for Literature Discussion Groups

- Have places flagged for sharing.
- Have good log entries to share.
- Look at the person who is speaking.
- Listen carefully.
- Take turns talking.
- Participate in the discussion.
- Stay on task.
- Stick to the topic.
- Enjoy the discussion.
Literacy Components

- Read Aloud
- Independent Reading
- Shared Reading
- Guided Reading
- Literature Discussions
- Assisted Writing Groups
- Writing Process
- Independent Writing
- Phonics, Word Study
- Language Investigations
Feature 2: Coaching and Mentoring

- School Based Coach
- District Literacy Coach
- Peer Coach
- Intervention Coach
Coaching and Mentoring Conferences

- **Coaching Conferences**
  - School-based literacy coach
  - Coaching cycles promote transfer
  - Emphasis is placed on struggling learner
  - Includes pre- and post-conference

- **Peer (Mentor) Conferences**
  - One teacher mentors another teacher
  - A focus is placed on one literacy component
  - A mentoring plan and timeline is established
  - Peer observes mentor teacher and vice versa
  - Includes pre - and post-conference
Excellent
READING
TEACHERS
A Position
Statement of the
International
Reading
Association

Teaching
ALL CHILDREN
to Read: The
ROLES
of the Reading
Specialist
A Position
Statement of the
International
Reading
Association

The Role and
Qualifications
of the Reading
Coach
in the United States
Typical Schedule for Literacy Coaches

50-60% of time working with teachers
20-30% of time working with struggling readers
10-20% of time coordinating and assessing the school’s literacy program
Peer Coaches Conferences

- Cluster Conference
  - Several grade level teachers observe a lesson
  - Brief and focused observations in a literacy area

Intervention Conference

- Intervention teacher observes how an intervention student is responding to classroom instruction
- Is part of an RTI plan
Feature 3: Model Classrooms

- Apprenticeship settings where teachers meet together to scaffold one another in implementing the literacy framework
- Observing teaching and learning in context
Feature 4: High Standards

State and District Frameworks
Common Core State Standards
Professional Standards
Feature 5: Comprehensive Assessment System
Multiple Assessments

Screening, outcome, diagnostic, and progress monitoring at critical points in time:

• norm referenced
• benchmark assessment
• running records
• scoring guides
• checklists
• portfolios
• response logs
• teacher observations
• assessment walls
Assessment Walls

- Provide a visual display of change over time in a school’s literacy performance
- Compare and monitor progress of subgroups in literacy areas
- Plan for interventions in targeted areas
- Promote understanding of the link between assessment and instruction
Feature 6: System-Wide Interventions
Tier 1: Core classroom program with differentiated small group instruction. Classroom teacher provides additional support to lowest group.

Tier 2: Small group with intensity that relates to group size and expertise; duration in group depends on student need.

Tier 3: 1:1 with Reading Recovery in 1st grade; 1:2 group or reading/writing conferences in upper grades.

Tier 4: Referral process after student has received intervention in layers 1, 2, and 3.

Tiers 2 and 3 are not linear. They represent degrees of intensity for meeting student needs.

All interventions are dynamic and interactive, not static and linear.
Feature 7: Collaborative Learning Teams
A Framework for Differentiating Professional Learning Teams

School Wide

Grade Level

Cluster Meetings

Peer Observations

Intervention Conferences
Examples of Collaborative Learning Teams

- Professional Book Studies
- Teacher Book Clubs
- Classroom Observations
- Cluster Conferences
- Intervention Conferences
- Peer Conferences
- Action Research
Feature 8: Well-Designed Literacy Plan

- Short-term Goals
- Long-term Goals
- Stakeholder Investment
Feature 9: Technology for Learning

Inquiry-Based Classrooms
Telecommunications Across Sites
Technological Skills for Learning and Producing
Feature 10: Spotlighting and Advocacy

- Annual Reports
- Newspaper Articles
- School Visitations
- Special Guests