



# Implementation Standards

## Partnerships in Comprehensive Literacy (PCL)

University of Arkansas at Little Rock  
The Center for Literacy

### **Vision:**

*To develop self-regulated learners who meet rigorous state and national academic standards.*

### **Mission:**

*To develop self-regulated learners with the capacity to guide and monitor their learning to meet the needs of a global society.*

### **Goal:**

*To develop a seamless transition across school programs, curriculum approaches, and assessment systems where best practices in literacy instruction are implemented to create intellectual environments that make literate thinking a top priority for students.*

## Ten Features of the Partnership in Comprehensive Literacy Model

**Feature 1:** *A Framework for Literacy* uses a 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.

**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 state, national, and professional standards that align with specific benchmarks along a literacy continuum.

**Feature 5:** *Accountability* includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.

**Feature 6:** *System Interventions* are structured within 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:** *Professional Development* is 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* is used for inquiry-based learning, including electronic discourse, telecommunications, data management, and general sharing across partnerships sites.

**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 Districts Implementing the PCL Model**

### **A. District Responsibilities**

Districts administrators understand the schools' or district's roles and responsibilities for implementing the Partnership in Comprehensive Literacy model. They agree to implement the model as outlined by the PCL Training Center, including the implementation of a Comprehensive Intervention Model (CIM) that provides layers of support for struggling learners across grade levels.

#### **The District Administrator**

- 1.1. Understands the importance of the PCL implementation standards and agrees that PCL schools will implement the model with depth and fidelity.
- 1.2. Agrees 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.

- 1.3. Provides district and school-based coaches with the necessary materials to implement the model as outlined by the PCL Training Center.
- 1.4. Ensures that principals and literacy coaches will meet their roles and responsibilities within the model, as outlined by the PCL Training Center.
- 1.5. Agrees to continue funding the PCL model for a minimum of two years beyond the training year.

## **B. District Coach Qualifications, Roles and Responsibilities**

District Coaches have knowledge in four interrelated areas: 1) literacy theory, 2) effective literacy practices and assessments, 3) coordinating and managing a literacy program, and 4) working with adults, including knowledge of coaching and mentoring techniques. The major role of district literacy coaches is to support school-based coaches with school-embedded professional development, to manage, coordinate, and assess the school's literacy program, to teach students every day in a variety of settings and grade levels, to participate in the literacy coach network, and to self-reflect on professional learning and literacy goals.

### **The District Coach**

- 2.1 Understands the goals of the PCL model and is committed to implementing the model with depth and fidelity.
- 2.2 Maintains the integrity of the model by adhering to the roles and responsibilities of the coach as outlined by the PCL Training Center.
- 2.3 Participates in all sessions of literacy coach training/graduate coursework and meets all requirements to ensure the successful implementation of the PCL model.
- 2.4 Agrees to continue the implementation of the PCL model for a minimum of two years after the initial year of training.
- 2.5 Collects and analyzes district data to assess and inform teaching and learning.
- 2.6 Spotlights and advocates for the PCL model with parents, staff, district administrators and school board members and within the district.

- 2.7 Uses the discussion board and other electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.
- 2.8 Agrees to submit an annual research report to the PCL Training Center.

### **C. School-Based Literacy Coach Qualifications, Roles and Responsibilities**

The major role of the school-based literacy coach is to implement comprehensive literacy changes at the school level. Toward this goal, the responsibilities of an effective literacy coach include: providing demonstrations of the literacy framework; working strategically with teachers in planning, monitoring, and assessing their teaching; observing and coaching teachers in effective literacy practices; conducting pre- and post conferences with teachers, including constructive feedback; planning and facilitating literacy team meetings, professional study groups, and staff development sessions in best literacy practices; and teaching an intervention group of students for 30 to 40 minutes daily.

#### **The School-Based Literacy Coach**

- 3.1 Maintains the integrity of the program by adhering to the roles and responsibilities of the coach as outlined by the PCL Training Center.
- 3.2 Uses sustained coaching cycles to support teachers' growth and reflective practices.
- 3.3 Meets routinely with the building administrator(s) to organize, analyze, reflect and plan and problem-solve around implementation issues and for the needs of the school.
- 3.4. Manages and evaluates the school's literacy program to ensure the highest level of quality. Develops and maintains an assessment system for monitoring the progress of students and ensuring that any student who falls below the proficient level receives appropriate and timely literacy intervention and support.
- 3.5 Assists teachers in linking assessment information and classroom instruction and regularly evaluates the quality of academic support services to meet the needs of all students.

- 3.6 Makes curricular recommendations for appropriate reading and writing materials across the school.
- 3.7 Participates in all sessions of literacy coach training/graduate coursework and meets all requirements to ensure the successful implementation of the PCL model in Year 1.
- 3.8 Provides leadership for literacy across the school community and collaborates with other literacy specialists to assure that the literacy framework remains central to the school's total academic program.
- 3.9 Uses discussion board and other electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.
- 3.10 Agrees to continue the implementation of the PCL model for a minimum of two years after the initial year of training.
- 3.11 Agrees to submit to the PCL Training Center all records, research data, and written documentation as requested for each year of involvement in the model.
- 3.12 Accepts the roles and responsibilities of the Training Center and understands their importance for school change.

#### **D. School: Building Administrator**

School administrators understand the school's roles and responsibilities of implementing the Partnership in Comprehensive Literacy model. They agree to implement the model as outlined by the training center, including the implementation of a Comprehensive Intervention Model that provides layers of support for struggling learners across grade levels.

#### **Standards**

- 4.1 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.
- 4.2 Attend a summer orientation on the PCL model.

- 4.3 Provide funding for the coach and some teachers to attend the annual Reading Recovery/K-8 Comprehensive Literacy conference.
- 4.4 Ensure that the curriculum is aligned to state and national professional standards with benchmarks designed to monitor students' progress.
- 4.5 Attend team meetings and provide common release time for teachers to study professional texts and problem-solve on teaching and learning issues.
- 4.6 Implement a school wide intervention program with a fully implemented Reading Recovery program for the lowest first graders 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.
- 4.7 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.
- 4.8 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.).

## **E. Classroom Teacher Roles and Responsibilities**

Classroom teachers understand their roles and responsibilities of implementing the Partnership in Comprehensive Literacy Model. They agree to implement the model as outlined by the 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.

### **The Classroom Teacher**

- 5.1 Implements a workshop approach across the curriculum.
- 5.2 Analyzes data to monitor student learning and inform teaching decisions.

- 5.3 Engages in pre-and post-conferences with the literacy coach.
- 5.4 Collaborates with colleagues on effective literacy practice.
- 5.5 Participates in intervention team meetings and collaborates with intervention specialists in aligning interventions for struggling learners.
- 5.6 Provides a classroom intervention for children who are performing below level.
- 5.7 Participates in weekly team meetings with grade level colleagues to plan, reflect and problem-solve around implementation issues and to discuss students' progress.
- 5.8 Uses discussion boards to problem-solve with other literacy professionals.
- 5.9 Seeks opportunities to attend PCL conferences and institutes.