PARTNERSHIPS IN COMPREHENSIVE LITERACY

Comprehensive Intervention Model

Implementation Standards

Partnerships in Comprehensive Literacy

INTRODUCTION

The PCL 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.

For more information on the Partnerships in Comprehensive Literacy (PCL) Model, see: Dorn, L. J., Forbes, S., Poparad, M. A., & Schubert, B. (Eds.). (2015). *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement*. Hameray Publishing Group.

For more information on the Comprehensive Intervention Model (CIM), see: Dorn, L. J., Soffos, C., & Klein, A. F. (2021). *The Comprehensive Intervention Model*. Stenhouse Publishers.

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PARTNERSHIPS IN
COMPREHENSIVE 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.
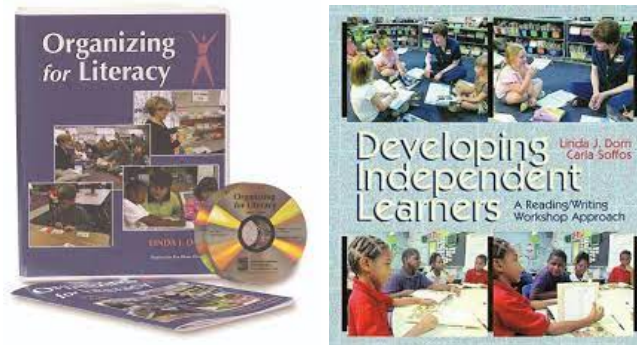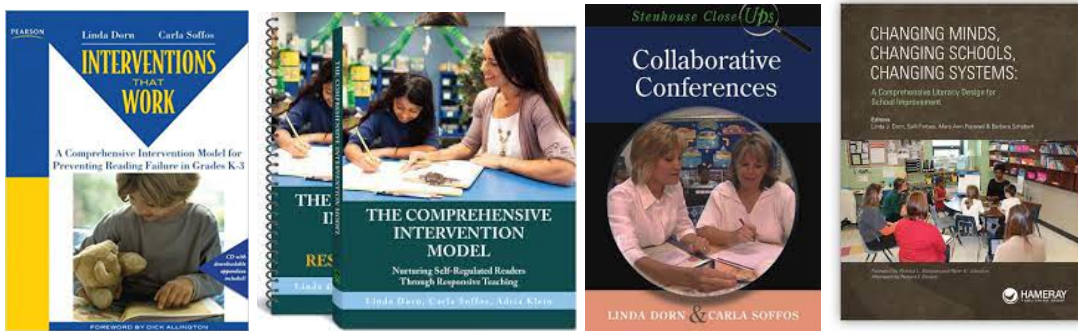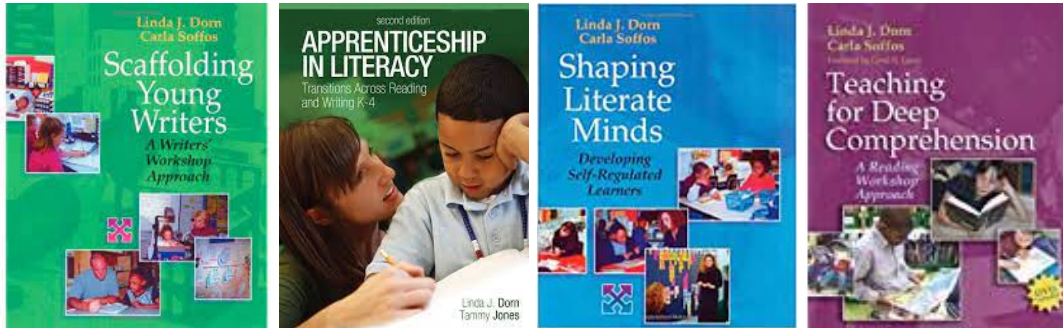
MODEL AUTHORS

DR. LINDA DORN

Linda Dorn was a professor of reading education at the University of Arkansas at Little Rock, where she directed the UALR Center for Literacy. Linda was the primary developer and lead trainer of the Partnerships in Comprehensive Literacy Model, a nationally recognized model that uses literacy coaches as agents of change. She worked with many school districts across the United States and she collaborated with several state departments on comprehensive literacy initiatives.
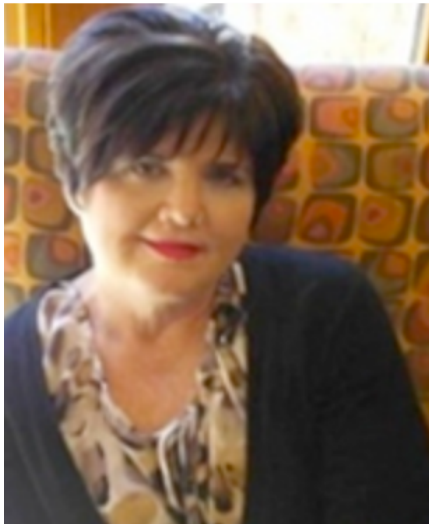
CARLA SOFFOS

Carla Soffos is a co-developer of the Partnerships in Comprehensive Literacy Model. She is currently training specialists in the Comprehensive Intervention Model and leads the PCL national affiliation called Collaborative Literacy Learning Network (CLLN). She has forty years of experience in education, including teaching in the primary grades and literacy coaching in grades kindergarten to eight. She is coauthor with Linda Dorn on many professional texts and staff development videos.

PROFESSIONAL TEXTS AND VIDEOS

Scaffolding Young Writers: A Writers' Workshop Approach — Linda J. Dorn, Carla Soffos

Apprenticeship in Literacy: Transitions Across Reading and Writing K-4 (second edition) — Linda Dorn, Tammy Jones

Shaping Literate Minds: Developing Self-Regulated Learners — Linda J. Dorn, Carla Soffos

Teaching for Deep Comprehension: A Reading Workshop Approach — Linda J. Dorn, Carla Soffos

Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3 — Linda Dorn, Carla Soffos

The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through Responsive Teaching — Linda Dorn, Carla Soffos, Adria Klein

Collaborative Conferences — Linda Dorn & Carla Soffos

Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement

Small Group Intervention: Linking Word Study, Reading and Writing — Linda J. Dorn and Carla Soffos

Results That Last: A Literacy Model for School Change — Linda J. Dorn, Carla Soffos

Interventions That Work: A Comprehensive Assessment System for Increasing Literacy Achievement DVD — Linda J. Dorn, Carla Soffos

Organizing for Literacy

Developing Independent Learners: A Reading/Writing Workshop Approach — Linda J. Dorn, Carla Soffos

TEN FEATURES

The Partnerships in Comprehensive Literacy Model is a **continuous school improvement model** that is theorized as ten individual features that are integrated to give solidity to the whole design. Change occurs through system-wide coordination and shared knowledge within all groups in the school.

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 of responsibility 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 layered with 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 books clubs, peer observations, cluster visits, teacher conferences, and data meetings.

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 school visitations, news releases, research articles, conference presentations, and other advocacy efforts.

ROLES

Feature 1: A Framework for Literacy

Administrators	Literacy Coach	Classroom Teachers
Support coach and teachers with implementation of researched-based best practices.	Supports all teachers within the school i.e., models, coaches and scaffolds teachers as they implement researched-based best practices in their classrooms.	Implement researched-based practices in their classrooms using a gradual release of responsibility model (workshop model).

Feature 2: Coaching and Mentoring

Administrators	Literacy Coach	Classroom Teachers
Support the coach in scheduling professional learning, clinical observations, and coaching cycles.	Create coaching cycles that include modeling, observations, and mentoring experiences. Plan and deliver professional learning and team meetings.	Before the lesson, plan with a literacy coach. During the lesson, observe and record teaching and learning interactions. After the lesson, reflect and discuss observations and collaboratively develop a future plan.

Feature 3: Model Classrooms

Administrators	Literacy Coach	Classroom Teachers
Support coaches and teachers with resources needed to create classrooms that reflect best practices.	Support teachers with classroom organization, management, and implementation of best practices.	Create and organize classrooms that promote time on task and maximized learning. Implement research-based best practices.

Feature 4: High Standards

Administrators	Literacy Coach	Classroom Teachers
Support coach and teachers in developing a deep understanding of the curriculum framework and national, professional, and state standards.	Support teachers in ensuring all students reach proficiency levels according to national, professional, and state standards.	Ensure ALL students reach proficiency levels according to national, professional, and state standards.

Feature 5: Comprehensive Assessment System

Administrators	Literacy Coach	Classroom Teachers
Study and analyze summative, benchmark, and formative data to monitor student progress.	Collaborates with teachers to interpret summative, benchmark, and formative assessment data to plan instruction.Submit annual data report to PCL Center.	Study and analyze summative, benchmark, and formative assessment data to guide instruction and/or provide extra support for interventions.

Feature 6: System Interventions

Administrators	Literacy Coach	Classroom Teachers
Collaborate with intervention specialists, literacy coaches, support specialists, and classroom teachers to ensure that the literacy needs of all students are being met.	Collaborate with intervention specialists, support specialists, and classroom teachers to ensure that the literacy needs of all students are being met. Facilitate RTI processes.	Collaborate with intervention specialists, literacy coaches, and support specialists, to ensure that students are receiving the appropriate intervention, including in the classroom.

Feature 7: Collaborative Learning Communities

Administrators	Literacy Coach	Classroom Teachers
Attend team meetings and provide common release time for PLCs. Ensure coaches and teachers receive ongoing professional learning. Attend training sessions for administrators (e.g., NLA sessions).	Facilitates weekly PLCs. Participates in ongoing professional learning opportunities (e.g., Coach Network, NLA, Summer Institute, CLLN).	Participate in weekly PLCs with the team. Participate in ongoing professional learning opportunities (e.g., cluster visits, book studies, summer institute).

Feature 8: Well-Designed Literacy Plan

Administrators	Literacy Coach	Classroom Teachers
Ensure that the PCL Model is implemented throughout the school or system. Meet with the Literacy Coach weekly to plan, problem-solve, and reflect around implementation. Supports coaches in selecting instructional materials.	Support the implementation of the PCL Model in a school. Meet with the Administrator weekly to plan, problem-solve, and reflect around implementation. Collaborate with stakeholders in the selection of instructional materials.	Participate in all aspects of the PCL Model. Meet with the team weekly to plan, problem-solve, and reflect on implementation issues. Collaborate with Literacy Coach on the selection of instructional materials.

Feature 9: Technology and Research

Administrators	Literacy Coach	Classroom Teachers
Support the coach in using technology for sharing information, collaborating, and spotlighting.	Use technology for sharing information, collaborating, and spotlighting. Collaborate with other coaches via technology.	Use technology for sharing information, collaborating, and spotlighting. Collaborate with other teachers via technology.

Feature 10: Spotlighting and Advocacy

Administrators	Literacy Coach	Classroom Teachers
Report annual progress to parents, staff, district administrators, and school board. Spotlight the model to all stakeholders including classroom visits.	Report annual progress to parents, staff, district administrators, and school board. Host site visits and network meetings by other schools. Advocate for best practices.	Report student progress to parents and administrators. Open room to site visits by other schools in and out of the PCL network.

STANDARDS FOR DISTRICTS IMPLEMENTING THE PCL MODEL

Adopted October, 2007

A. **District Responsibilities:** District administrators understand the district's roles and responsibilities for implementing the Partnerships in Comprehensive Literacy (PCL) 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 school 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 the grades using the portfolio of interventions.

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 Ensure that principals and literacy coaches will meet the 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/Literacy Coordinator Qualification, 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/Literacy Coordinator

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.

2.7   Uses electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.

C. School-Based Literacy Coach Qualification, 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; observance 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 one to two groups of struggling readers.
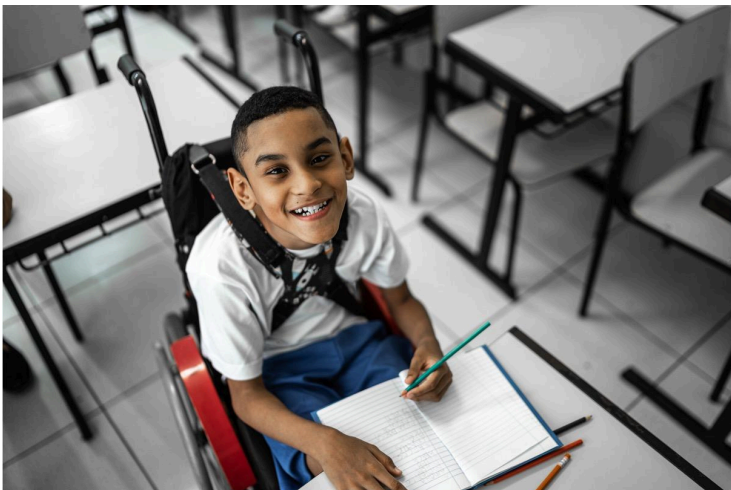
The School-Based Literacy Coach

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, plan, and problem solve around implementation issues.

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 levels 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 the 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 technology 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 Center a yearly school report.

3.12   Accepts the roles and responsibilities of the Training Center and understands their importance for school improvement.

D. Building Administrator Roles and Responsibilities

School-based administrators understand the school's roles and responsibilities of implementing the Partnerships 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 grades.

The Principal

4.1   Participate in the Network of Literacy Administrators (NLA) and the Summer Institute.

4.2   Attend a summer orientation on the PCL model.

4.3   Provide funding for the school-based coach and some teachers to attend the Summer Institute.

4.4   Ensure that the curriculum is aligned to state and national professional standards with benchmarks designed to monitor student progress.

4.5   Provide common release time for teachers to study professional texts and problem-solve around teaching and learning issues.

4.6   Attend grade-level and/or department-level team meetings.

4.7   Implement a school-wide intervention program with Reading Recovery for the lowest first graders and supplemental small-group supports. Accountability also includes a school-wide seamless assessment system with multiple measures (including formative and summative) for evaluating student progress over time.

4.8   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.

4.9   Provide funding for a wide range of reading materials designed to match student needs (including classroom libraries, guided reading books, nonfiction texts to support content learning, big books, poetry, etc.).

E. Classroom Teacher Roles and Responsibilities

School-based administrators understand the school's roles and responsibilities of implementing the Partnerships 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 grades.

The Classroom Teacher

5.1   Implements a workshop approach or Gradual release of Responsibility framework across the curriculum.

5.2   Analyzes data to monitor students' 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 students who are performing below grade level.

5.7   Participates in weekly or bi-weekly team meetings with grade-level and/or departmental colleagues to plan, reflect and problem-solve around implementation issues and to discuss students' progress.

5.8   Uses technology to problem solve with other literacy professionals.

5.9   Seeks opportunities to attend PCL conferences and institutes.