

**Partnerships in Comprehensive Literacy (PCL)** model is a school-reform project dedicated to increasing student achievement. The model uses literacy as a tool for measuring school change in four interrelated areas: student learning, teacher knowledge, school culture and school processes. 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. The PCL framework systematizes 10 features necessary for systemic change.

## 10 Features of the PCL Model

- **Framework for Literacy** uses a workshop approach to provide differentiated instruction in literacy, including small group, whole group, and individual conferences to meet the diverse needs of all learners.
- **Coaching and Mentoring** uses apprenticeship techniques for increasing knowledge and implementing effective literacy practices.
- **Model Classrooms** represent inquiry-based settings where teachers and children are collaborating together within a workshop framework.
- **High Standards** are based on state, national, and professional standards.
- **Accountability** for student progress includes school reports, intervention assessment walls, and ongoing formal and informal assessments.
- **System Interventions** include Reading Recovery for the lowest achieving first graders and high quality small group instruction for K-5 students who need extra help in targeted areas.
- **Professional Learning Communities** with a range of collaborative learning experiences for teachers, including peer observations, study groups, and literacy team meetings.
- **Well-designed Literacy Plan** includes short and long term goals and benchmark indicators for monitoring progress along the way.
- **Technology** includes networking opportunities for working together in program development, data reporting, and effective implementation strategies.
- **Spotlighting** includes deliberate efforts to promote the school's literacy program through hosting school visitations, sharing research, and presentations.

*Dorn & Soffos designed the PCL model based on years of experience as classroom teachers, interventionists and 2 decades of research. Linda Dorn is a Professor of Reading Education at the University of Arkansas at Little Rock where she coordinates the Educational Specialist, Doctoral and Graduate Certificate in Reading programs. She is the founder and lead trainer for the Partnerships in Comprehensive Literacy Model and the Comprehensive Intervention Model. Additionally, she is a Reading Recovery Trainer, and is past president of the Board of Directors for the Reading Recovery Council of North America. The theories that support Reading Recovery are identifiable in the PCL model. Dr. Dorn and Carla Soffos have combined their expertise in core instruction, intervention, and coaching to create a comprehensive framework that allows schools a systematic opportunity to develop an improvement plan (a response to both instruction and intervention) situated within a framework of research-based practices.*

*PCL theory & practice are captured in their core textbooks. Their video series models skilled and responsive teaching as well as collaboration and apprenticeship.*

*Dorn & Soffos support continuous improvement through ongoing professional development opportunities where teachers and coaches are invited to share and study teaching practices with them through video conferencing and academies.*

When a school district affiliates with the PCL Network, a literacy coach candidate is identified. In this apprenticeship model, the candidate participates in professional development training to become a trained literacy coach. The literacy coach is trained in literacy processing theory, literacy interventions, coaching theory and practices, RtI and systemic design for continuous school improvement. The literacy coach works with district administrators and teachers to implement an integrated workshop model within a differentiated framework. Literacy coaches work with students in interventions, with classroom teachers in universal instruction and with the principal to implement all features of the PCL model. Professional development is given to all teachers. Additionally, model classrooms are set up as learning labs for peer collaboration. Professional learning communities focus on: leadership teams, book study groups, intervention teams, and grade level teams. It is an expectation that all teachers will become model classrooms through a phased in model. A coach works with model classroom teachers to achieve full implementation while at the same time providing coaching cycles for targeted areas of focus to other teachers in the building.



## What does the PCL model mean for me as a teacher?

- consistent structure for teaching all workshops & integrating across the curriculum
- support from a trained on the job coach to learn procedures for integration
- alignment within grade level and vertically through grade levels
- focused professional development to learn: scaffolding techniques for students not responding to grade level curriculum; evidenced based practices for increasing reading comprehension and ways to embed research and technology
- alignment of classroom & push in or pull out interventions



## What does the PCL model mean for my students?

- inquiry based instruction aligned to Common Core Standards
- predictable lesson framework across workshops and across grades to facilitate the learning of routines and allow for flexible grouping when necessary
- aligned procedures and instructional language between classroom, intervention and cross categorical teachers

## What does the PCL model mean for my grade level team?

- consistent instructional design to facilitate collaborative grade level team meetings where teachers share ideas & plan: units of study for Scope and Sequence, mini-lessons, independent work time, etc.
- formative assessments designed as a grade level to support the Scope & Sequence standards
- student work analyzed as a team for alignment and rigor



## What does the PCL model mean for my school?

- development of a K-5 comprehensive literacy plan for increasing school-wide achievement
- development of a comprehensive assessment system (CAS) used to identify students at-risk of reading failure, provide progress monitoring, and track literacy progress on an assessment wall
- focused professional development for staff
- aligned instructional practices that translate to a consistent message to families
- common instructional language
- participation in professional learning communities around common needs
- assistance to school teams in developing a systemic plan for implementing the CIM as an RtI method



## What does the PCL model mean for my students who come from diverse backgrounds? race? ethnicity?

- appropriate text selection, participation protocols, engagement strategies, vocabulary development, linguistics instruction and inquiry based learning
- What does the PCL model mean for my students who are achieving below proficiency?
- targeted interventions matched to the learner from a portfolio of interventions (CIM) based on key principles from the International Reading Association/Response to Intervention (RtI)
- Committee on effective RtI models
- collaborative structures for aligning instruction across classroom, Title 1 and special education
- common instructional language matched to the learner's needs

## What does the PCL model mean for my students who are Talented and Gifted?

- support for inquiry learning and Literature Discussion Groups with differentiated instruction using non-leveled texts.

## What does the PCL model mean for my students who are English Language Learners?

- support through scaffolding strategies, Language Studies, & predictable routines
- appropriate text selection, explicit instruction to lift language control, linguistic complexity and vocabulary development in Language Studies

