Partnerships in Comprehensive Literacy Model (PCL)

Literacy Coach Applications for the Comprehensive Intervention Model (PCL/CIM) 2017-2018 School Year

Application Deadline: July 31, 2017

Submit application to:
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Saint Mary’s College of California
1928 Saint Mary’s Road, PMB 4350
Moraga, CA 94575
(925) 631-4722
das19@stmarys-ca.edu
DISTRICT AND SCHOOL-BASED LITERACY COACH CERTIFICATE APPLICATIONS
2017-2018 School Year

Saint Mary’s College of California in partnership with the Center for Literacy at the University of Arkansas at Little Rock (UALR) prepares Literacy Coaches through specialized coursework that focuses on the roles and responsibilities of a Literacy Coach in the Comprehensive Literacy Model (CLM) and the Comprehensive Intervention Model (CIM). The overarching program for CLM and CIM Coaches is called the Partnerships in Comprehensive Literacy (PCL).

The coach training at Saint Mary’s College of California is offered at two levels: a District/Regional Coach and a School-Based Coach. The District/Regional Coach is prepared to train school-based classroom comprehensive literacy specialists and literacy intervention teachers across a district or region in implementing the Comprehensive Literacy Model at the school level. The School-Based Coach is prepared to train classroom and intervention teachers in implementing a comprehensive literacy model within the coach’s school.

The training of coaches uses a blended approach that includes video teleconferencing as one part of on-site monthly training seminars and clinical observations, plus face-to-face attendance at a summer institute in conjunction with UALR, and the Fall Literacy Conference at Saint Mary’s College.

District Coaches have two enrollment paths: 1) if the candidate is a trained Reading Recovery® Teacher Leader, this person is required to enroll in 6 units of graduate credit; or 2) if the candidate is a Reading Recovery trained teacher, this person is required to enroll in 12 units of graduate credit. Candidates in both options earn two certificates, one as a Comprehensive Literacy Model (CLM) coach, and one as a Comprehensive Intervention Model (CIM) coach.

School-Based Coaches can take the same training and can earn a program certificate as a CLM/CIM coach but their certificate is limited to serving in their own school. School-Based Coaches do not have to be Reading Recovery trained, and are required to enroll in 12 units of graduate credit.

District Literacy Coach and Reading Recovery Teacher Leader Combined Training: There is the option at Saint Mary’s College for the candidates in the District Coach certificate program to also be in-training as a Reading Recovery Teacher Leader. Please contact us directly if interested in that combination option.

Program Admission Requirements for both District and School-Based Coaches:

- A minimum of 3 years of successful teaching experiences as a classroom teacher or a reading specialist or literacy interventionist. For the district level coach training in 2017-2018, certification as a Reading Recovery Teacher Leader or Reading Recovery Teacher is required.
- Completed application that includes a curriculum vitae with evidence of academic accomplishments and professional statement.
- Statement from district or school administrators providing assurances that the candidate will be able to perform the roles and responsibilities of the Literacy Coach, including support for attending all required classes during the training year.
- A valid teaching credential or employment under California regulations at a private, parochial or charter school.
- Master’s degree or minimum of 12 hours of appropriate graduate reading coursework from an accredited institution with a cumulative grade point average of at least 3.0.
Literacy Coach Program (CLM) Requirements:

The Literacy Coach program focuses on five major areas of preparation: 1) literacy theory and research, 2) literacy curriculum and instruction, 3) literacy assessment, 4) literacy coaching, and 5) supervising and coordinating a school’s literacy program. The program of study includes a focus on teaching struggling learners using research-based interventions. The responsibilities of the Literacy Coach are organized to include 1) 50-60% of time working with teachers, including sustained coaching cycles, demonstration lessons, professional learning communities, and other related experiences; 2) 20-30% of time teaching small groups of struggling readers; and 3) 10-20% of time coordinating, monitoring, and assessing the school’s literacy program, including designing curriculum, analyzing data, and sharing results. The coursework required is at the Reading Recovery tuition rate plus a training fee paid to Saint Mary’s College. The program Director and Trainer is Dr. Adria Klein in partnership with Dr. Linda Dorn for meetings via video teleconferencing at the national level.

How to Apply:

If you are applying to become a District Literacy Coach, complete pages 4 – 7.

If you are applying to become a School-Based Literacy Coach, complete pages 8 – 11.
SECTION I --- IDENTIFYING INFORMATION: DISTRICT ADMINISTRATOR

Administrator's Name: _________________________________________________________________

Phone (H): ___________________________ Phone (Cell): _____________________________

District Name: ___________________________ Grades: _____________________________

Phone (W): _____________________________

Work E-mail: _________________________________________________________________

Work Address: _________________________________________________________________

SECTION II --- IDENTIFYING INFORMATION: DISTRICT LITERACY COACH

Coach's Name: _________________________________________________________________

Phone (H): ___________________________ Phone (Cell): _____________________________

Home E-mail: _________________________________________________________________

Home Address: _________________________________________________________________

School Name: _________________________________________________________________

Phone (W): _____________________________

Work E-mail: _________________________________________________________________

School Address: _________________________________________________________________

A minimum of three years of teaching experience is required. Training as a Reading Recovery Teacher Leader or Teacher is also required.

Total number of years of teaching experience in the following:

Pre-K __ K-2 __ 3-5 __ 6-8 __ 9-12 __ RR __ RR Teacher Leader __ Title 1 __
Curriculum Vitae

Please fill out the curriculum vitae below. You can use more than one page to complete this form.

Academic Degrees

Reading and Curriculum Courses including Reading Recovery Training

Teaching License (additional certifications)

Academic Awards or Honors (e.g., scholarships, National Board, recognitions, etc.)

Presentations or Other Professional Accomplishments

Service to the Teaching Profession (e.g., school committees, professional offices, etc.)

Professional Statement (e.g., your strengths; why you want to be a Literacy Coach; your professional goals)
ASSURANCES: DISTRICT ADMINISTRATOR

Administrator Assurances Form
2017-2018 School Year

District: ________________________________________________________________

Administrator’s Name and Role: ____________________________________________

DISTRICT ADMINISTRATOR IN A PCL DISTRICT

- Demonstrates knowledge of and support for the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.

- Demonstrates knowledge of the roles and responsibilities of a Literacy Coach and supports the District Coach in implementing these roles with consistency and integrity.

- Commits to funding a Comprehensive Intervention Model (CIM) for struggling readers across all grades, including Reading Recovery/Literacy Lessons and/or Descubriendo la Lectura in first grade and small group interventions for K-6.

- Secures funding for the Literacy Coach to participate in the training model, including providing technology required to ensure a successful learning experience.

- Secures funding for the Literacy Coach to purchase professional materials for the teachers.

- Secures funding for the Literacy Coach to attend the Arkansas Comprehensive Literacy Summer Institute and the Saint Mary’s Fall Literacy Conference.

- Collaborates with the Literacy Coach on designing a district-wide or multi-site literacy plan, including details for implementing a seamless Comprehensive Literacy Model across the grades.

- Collaborates with the Literacy Coach on designing a comprehensive assessment system, including a portfolio of formative assessments for informing instruction.

- Collaborates with the Literacy Coach on data collection and analysis, including preparing an annual report on student achievement.

__________________________________________________________  _______________  _________________________
Administrator’s Signature                                    Date
ASSURANCES: DISTRICT LITERACY COACH

District Literacy Coach’s Assurances Form
2017-2018 School Year

District: ________________________________________________________________

District Level Coach: _____________________________________________________

LITERACY COACH IN A PCL DISTRICT

- Demonstrates knowledge of the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.

- Demonstrates knowledge of the roles and responsibilities of a Literacy Coach and implements these roles with consistency and integrity within the following framework:
  - Spends approximately 20% of time teaching small groups of struggling readers using the intervention components of the Comprehensive Intervention Model.
  - Spends approximately 60% of time working with classroom teachers, including sustained coaching, demonstration lessons, professional learning communities, intervention team meetings, cluster observations, and other relevant experiences.
  - Spends 10-20% of time coordinating, monitoring, and assessing the school and district literacy program, including curriculum decisions, data collection and analysis, and promoting the school's literacy program; attends professional development events related to the model and utilizes this information for a successful implementation.

- Participates in all aspects of the training model, including teaching and coaching demonstrations through the use of video teleconferences.

- Attends the Saint Mary’s Fall Literacy Conference and, if possible, the Arkansas Reading Recovery/K-8 Comprehensive Literacy Conference.

- Prepares an annual report on the PCL model in the school and shares information with all stakeholders.

- Attends all required professional development for Ongoing Professional Development from the SMC University Training Center as long as the district remains a PCL site.

By signing below, I understand I need to enroll in and successfully complete the required graduate courses in order to become certified.

_______________________________________________________   __________________________
District Literacy Coach’s Signature                                Date
SCHOOL-BASED LITERACY COACH APPLICATION FORM  
Contact Information  
2017-2018 School Year  

SECTION I --- IDENTIFYING INFORMATION: SCHOOL PRINCIPAL  

Principal’s Name: ____________________________________________________________  

Phone (H): ___________________________ Phone (Cell): ___________________________

District Name: ___________________________ Grades: ___________________________

Phone (W): ___________________________

Work E-mail: _______________________________________________________________  

Work Address: _______________________________________________________________

SECTION II --- IDENTIFYING INFORMATION: SCHOOL-BASED LITERACY COACH  

Coach’s Name: ______________________________________________________________  

Phone (H): ___________________________ Phone (Cell): ___________________________

Home E-mail: _______________________________________________________________  

Home Address: ______________________________________________________________

School Name: _______________________________________________________________  

Phone (W): __________________________________________________________________

Work E-mail: _______________________________________________________________  

School Address: ______________________________________________________________

A minimum of three years of teaching experience is required.  

Total number of years of teaching experience in the following:  

Pre-K ___ K-2 ___ 3-5 ___ 6-8 ___ 9-12 ___ RR ___ RR Teacher Leader ___ Title 1 ___
Curriculum Vitae

Please fill out this curriculum vitae form. You can use more than one page to complete the form.

Academic Degrees

Reading and Curriculum Courses

Teaching License (additional certifications)

Academic Awards or Honors (e.g., scholarships, National Board, recognitions, etc.)

Presentations or Other Professional Accomplishments

Service to the Teaching Profession (e.g., school committees, professional offices, etc.)

Professional Statement (e.g., your strengths; why you want to be a Literacy Coach; your professional goals)
ASSURANCES: SCHOOL PRINCIPAL

Principal Assurances Form
2017-2018 School Year

School: ____________________________________________________________

Principal: __________________________________________________________

SCHOOL PRINCIPAL IN A PCL SCHOOL

- Demonstrates knowledge of the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.

- Demonstrates knowledge of the roles and responsibilities of a Literacy Coach and supports the coach in implementing these roles with consistency and integrity.

- Commits to funding a Comprehensive Intervention Model (CIM) for struggling readers across all grades, including Reading Recovery in first grade and small group interventions for K-6.

- Secures funding for the Literacy Coach to participate in the training model, including providing technology required to ensure a successful learning experience.

- Secures funding for the Literacy Coach to purchase professional materials for the teachers.

- Secures funding for the Literacy Coach to attend the Saint Mary's Fall Literacy Conference.

- Collaborates with the Literacy Coach on designing a school-wide literacy plan, including details for implementing a seamless Comprehensive Literacy Model across the grades.

- Collaborates with the Literacy Coach on designing a comprehensive assessment system, including a portfolio of formative assessments for informing instruction.

- Collaborates with the Literacy Coach on data collection and analysis, including preparing an annual report on student achievement.

_______________________________________________________
Principal's Signature

____________
Date
ASSURANCES: SCHOOL-BASED LITERACY COACH

School-Based Literacy Coach’s Assurances Form
2017-2018 School Year

School: ____________________________________________________________

School Level Coach: ________________________________________________

LITERACY COACH IN A PCL SCHOOL

• Demonstrates knowledge of the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.

• Demonstrates knowledge of the roles and responsibilities of a Literacy Coach and implements these roles with consistency and integrity within the following framework:

  ➢ Spends approximately 20% of time teaching small groups of struggling readers using the intervention components of the Comprehensive Intervention Model.

  ➢ Spends approximately 60% of time working with classroom teachers, including sustained coaching, demonstration lessons, professional learning communities, intervention team meetings, cluster observations, and other relevant experiences.

  ➢ Spends 10-20% of time coordinating, monitoring, and assessing the school’s literacy program, including curriculum decisions, data collection and analysis, and promoting the school’s literacy program; attends professional development events related to the model and utilizes this information for a successful implementation.

• Participates in all aspects of the training model, including teaching and coaching demonstrations through the use of video teleconferences.

• Attends the Saint Mary’s College Fall Literacy Conference.

• Prepares an annual report on the PCL model in the school and shares information with all stakeholders.

• Attends all required professional development for Ongoing Professional Development from the SMC University Training Center as long as the school remains a PCL site.

By signing below, I understand I need to enroll in and successfully complete the required graduate courses to be certified.

_______________________________________________________ ______________
School-Based Literacy Coach’s Signature Date