



## Maine Partnerships in Comprehensive Literacy

### National Partners in Comprehensive Literacy:

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National Louis University  
St. Mary's College  
University of Kentucky  
University of Maine  
Wisconsin PCL Center

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A K-12 Model for Continuous School Improvement

[umaine.edu/maineliteracy](http://umaine.edu/maineliteracy)



## Maine Partnerships in Comprehensive Literacy

Maine Partnerships in Comprehensive Literacy (MPCL) is a K-12 continuous school improvement model. MPCL is dedicated to increasing student achievement through ongoing professional development for educators and leadership teams. The model uses literacy as a tool for measuring school improvement in four related areas: school learning, teacher perceptions, school climate and school processes.



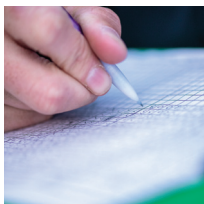
## Professional Standards for Training Literacy Coaches

An essential element of the MPCL model is the training of literacy coaches. The University of Maine offers a specialized program of study for the preparation of literacy coaches. UMaine is a nationally accredited university where

teachers can receive training that meets the professional standards of the Interstate New Teacher Assessment and Support Consortium (InTASC) in four critical areas:

- Content knowledge
- Application of content
- Planning for instruction
- Instructional strategies

Using a cognitive apprenticeship model, literacy coaches work in a school setting at the same time they are being trained. The MPCL team conducts school visits to observe the literacy coach in all aspects of the coaching role: teaching children, coaching teachers, conducting professional development and analyzing and reporting on school data.



## Data Analysis for Continuous School Improvement

In comprehensive literacy schools, data are studied to determine progress over time in four related areas: demographics, perceptions, processes and achievement.

Literacy team meetings provide a collaborative context for analyzing school data, identifying problems, posing solutions, evaluating choices and making recommendations. Intervention team meetings are used to review student data and select appropriate interventions that include Reading Recovery® and small group services for students with the most need. Progress monitoring, program evaluation and school plans are critical components of a comprehensive literacy model.

# 10 Features

## of the Partnerships in Comprehensive Literacy Model

- 1 A Framework for Literacy**  
Uses a workshop approach for meeting the needs of all students within an integrated, inquiry-based curriculum
- 2 Coaching and Mentoring**  
Uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy
- 3 Model Classrooms**  
Creates constructivist setting where teachers meet together to shadow one another in implementing the literacy framework
- 4 High Standards**  
Based on the Common Core State Standards and professional standards that align with specific benchmarks along a literacy continuum
- 5 Comprehensive Assessment System**  
Includes a schoolwide seamless assessment system with multiple measures for evaluating success
- 6 System Interventions**  
Includes Reading Recovery® and small group interventions in grades K-3 and classroom and supplemental group interventions in grades 4-12
- 7 Collaborative Learning Teams**  
Uses authentic contexts for learning, including study groups, book clubs, peer observations, cluster conferences and demonstration lessons
- 8 Well-Designed Literacy Plan**  
Includes short- and long-term goals with specific benchmarks for continuous literacy improvement
- 9 Technology for Learning**  
Uses technology to learn about the world, including searching for information, communicating with others and creating new products
- 10 Spotighting and Advocacy**  
Uses techniques for disseminating information on the model, including news releases, articles, school reports and presentations