Goals of the Jacobson Center for Comprehensive Literacy

The goals of the Richard O. Jacobson Center for Comprehensive Literacy are to increase the number of students who are proficient in reading and writing and to close the achievement gap between diverse groups, while accelerating literacy learning for all students. These goals will be accomplished by addressing the following objectives:

- Provide professional development based on effective literacy instruction practices and current reading research.
- Provide ongoing support through coaching.
- Help teachers collaborate in planning to meet the instructional needs of all students and in monitoring students’ progress.
- Involve preservice teachers in authentic teaching and learning experiences in the school setting, including shared professional development opportunities with inservice teachers.

Approximate Cost of Training*

Year 1
- Summer institute: $1,000 per person (literacy coaches, principals, other school team members – group rates available)
- Literacy coach training (18 hours UNI graduate credit): $3,150
- Affiliation Fee: $3850

Years 2 and beyond
- Affiliation Fee: School-based coaches $1,000, district-based coaches $2,500
- Attendance at annual conference: $200 per person

*Prices are approximate and subject to change.

Jacobson Scholarships & Grants Available

- Literacy coaches and their schools/districts/AEA’s may apply for scholarships to defray tuition and affiliation fees.
- Schools and districts may apply for grants for the purchase of materials such as professional books and subscriptions, children’s literature, etc., that will be used in the implementation of the PCL program.
- Scholarships and grants will be awarded on the basis of need as demonstrated by achievement differentials, and on the basis of socioeconomic, ethnic, linguistic, cultural and cognitive diversity in the school and community populations.

Mission

To promote comprehensive literacy of all learners by transforming literacy education through expanding preservice and inservice teachers’ knowledge and instructional expertise in professional learning communities.
Ten Features of the Partnerships in Comprehensive Literacy (PCL) Model

Feature 1: A Framework for Literacy
Uses a workshop approach for meeting the needs of all students in an integrated, inquiry-based curriculum.

Feature 2: Coaching and Mentoring
Uses contingent scaffolding, coaching cycles and a gradual release model for increasing teacher efficiency.

Feature 3: Model Classrooms
Constructivist settings where teachers meet together to apprentice one another in implementing the literacy framework.

Feature 4: High Standards
Based on the Common Core Standards and professional standards that align with specific benchmarks along a literacy continuum.

Feature 5: Comprehensive Assessment System
Includes a school-wide seamless assessment system with multiple measures for evaluating success.

Feature 6: System Interventions
Includes Reading Recovery® and small group interventions in grades K through 3 and classroom and supplemental group interventions in grades 4 through 12.

Feature 7: Collaborative Learning Teams
Uses authentic contexts for learning, including study groups, book clubs, peer observations, cluster conferences and demonstration.

Feature 8: Well-Designed Literacy Plan
Includes short and long-term goals with specific benchmarks for continuous literacy improvement.

Feature 9: Technology for Learning
Uses technology to learn about the world, including searching for information, communicating with others, and creating new products.

Feature 10: Spotting and Advocacy
Techniques for disseminating information on the model, including news, releases, articles, school reports and presentations.

School/District Requirements*

District Administrators
• Support implementation with fidelity, including Reading Recovery® and small group interventions
• Provide necessary materials
• Fund for at least two years beyond training year

Building Administrators
• Participate in Network of Literacy Administrators
• Attend a summer orientation
• Provide funding for coach and some teachers to attend annual conference and academy
• Attend team meetings and provide common release time for teachers to attend team meetings
• Implement school-wide intervention plan that includes Reading Recovery® for 1st grade
• Provide funding for a wide range of reading material

Literacy Coaches
• Use sustained coaching cycles to support teachers’ growth
• Participate in all sessions of literacy coach training in Year 1 and continue professional development beyond the training year
• Submit annual report to training center

Classroom Teachers
• Implement a workshop approach across the curriculum
• Engage in pre- and post-conferences with the literacy coach
• Participate in weekly grade level team meetings and in intervention team meetings
• Provide a classroom intervention for children performing below grade level

*Partial list taken from PCL Implementation Standards & Guidelines

The Jacobson Center Provides
• 1-year program for preparing literacy coaches and intervention coaches; training courses bear UNI graduate credit
• Field supervision of coaches during training year
• Submit annual report to training center

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