

## **STAFF DEVELOPMENT COMPONENT INFORMATION**

**COMPONENT TITLE:** Comprehension Reading Strategy # 1—Using Schema/  
Making Connections

**IDENTIFIER NUMBER:** 1013014

**MAXIMUM POINTS:** 60

**GENERAL OBJECTIVE:** Professional development in using schema to make connections as a reading comprehension strategy.

### **SPECIFIC OBJECTIVE:**

Within the duration of this component, participants will:

1. demonstrate knowledge of schema as the foundational strategy in reading comprehension.
2. summarize the importance of activating students' schema.
3. investigate various research-based best practices in making connections as a comprehension strategy.
4. examine how schema is used to make meaningful text to self connections.
5. examine how schema is used to make meaningful text to text connections.
6. examine how schema is used to make meaningful text to world connections.
7. differentiate between meaningful connections and those that are tangential.
8. demonstrate an understanding of gradual release of responsibility model.
9. examine how to involve and engage students in making meaningful connections as a comprehension strategy using the gradual release of responsibility model.
10. analyze students' application of making connections in various contexts (independent, small group and whole group).

### **PROCEDURES:**

Participants will:

1. actively participate in professional development opportunities.
2. read research-based best practices from a variety of current academic journals and texts.
3. simulate modeled lessons.
4. observe specified content via video/technology.
5. engage in small-group directed activities.
6. record reflections.

**FOLLOW-UP ACTIVITIES:**

Participants will apply their learning by: (minimum of three)

1. providing written reflections.
2. gathering student work samples.
3. developing a portfolio.
4. publishing an article, newsletter, or best practice stating impact to student achievement as a result of implementation.
5. collecting and sharing of data.
6. providing notes of modeled lessons, mentoring, collegial conversations and/or coaching.
7. conducting a study group (agenda, notes).

**EVALUATION OF PARTICIPANTS:**

Participants must demonstrate a mastery of the component's specific objectives as measured by assessments, or other valid measures.

The participants will demonstrate mastery of specific objectives as indicated by valid measures of performance as required in Florida Statute 231.508 (1) .

**COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the activities addressed the specific objectives and will make recommendations for revisions through a component evaluation.