

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Reading Comprehension Strategy # 2—Visualization

IDENTIFIER NUMBER: 1013012

MAXIMUM POINTS: 60

GENERAL OBJECTIVE: Professional development in mental images as a reading comprehension strategy.

SPECIFIC OBJECTIVE:

Within the duration of this component, participants will:

1. demonstrate knowledge of how creating mental images are anchored in prior knowledge as a comprehension strategy.
2. summarize the importance of readers creating mental images in order to move from literal interpretation to inferential thinking.
3. demonstrate an understanding that mental images generate from the reader's emotions and all five senses as they interact with the text.
4. investigate various research-based best practices in creating mental images as a comprehension strategy.
5. ensure an understanding that detailed images give depth and dimension to the reading, making it more memorable.
6. explore how mental images are affected by the sharing of images with others.
7. investigate how mental images evolve in response to additional information and new interpretations.
8. analyze students' application of using mental images to recall details, draw conclusions, make inferences, and synthesize information.
9. specify connections between creating mental images in reading and writing.
10. examine how to involve and engage students in using mental images as a comprehension strategy applying the gradual release of responsibility model.
11. analyze students' application of creating mental images in a variety of 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.