

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Components of Balanced Literacy

IDENTIFIER NUMBER: 1013013

MAXIMUM POINTS: 60

GENERAL OBJECTIVE: Professional development in strategic literacy instruction that includes modeled reading (read aloud) and writing, shared reading and writing, guided reading and writing and independent reading and writing.

SPECIFIC OBJECTIVE:

Within the duration of this component, participants will:

1. demonstrate an understanding of and explain the components of balanced literacy.
2. summarize the importance of each component of balanced literacy.
3. demonstrate an understanding of research based strategies within each component of balanced literacy.
4. differentiate between traditional and current research-based best practices
5. demonstrate an understanding of various literacy assessment tools including, but not limited to reading response logs, rubrics, checklists and reading running records.
6. demonstrate an understanding of how to utilize appropriate assessment tools to evaluate on-going instructional needs.
7. demonstrate an understanding of how to analyze the data from the assessment tools to make informed decisions regarding instruction.
8. demonstrate an understanding of various literacy tools including, but not limited to response logs, two-column notes, literacy circles.
9. demonstrate an understanding of how to utilize appropriate literacy tools to meet the needs of the learner.
10. specify a rationale for the selection of appropriate literacy tools.
11. demonstrate an understanding of the elements of an effective mini-lesson.
12. specify criteria for book selection and mini-lessons for individual learners, small-groups and whole-group instruction.

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.