

Staff Development Component Information

COMPONENT TITLE: Teaching for Comprehension in Reading

IDENTIFIER NUMBER: 1013017

MAXIMUM POINTS: 60

GENERAL OBJECTIVE: Professional development in the strategies and structures required by readers to comprehend texts.

SPECIFIC OBJECTIVE:

Within the duration of this component, participants will:

1. Identify systems of strategies and explain how strategies are used to comprehend texts.
2. Specify the advantages that a literacy framework provides in teaching for reading comprehension.
3. Demonstrate an understanding of a language/literacy framework.
4. Demonstrate the ability to explain the role of emotions in an individual's ability to think and remember.
5. Explore changes in reading behavior over time and demonstrate the ability to explain how teachers need to shift instruction in response to these changes.
6. Demonstrate how teaching supports students in developing and using comprehension strategies.
7. Demonstrate the ability to specify how writing and literary devices may be used as tools to assist students in comprehending meaning of texts.
8. Examine the role and importance of book introductions at emergent, early and transitional levels.
9. Analyze the way scaffolding texts supports readers at different levels and aids in evaluating effectiveness.
10. Demonstrate an understanding of the relationship between phrased, fluent reading and comprehension.
11. Demonstrate the ability to investigate how extending the meaning of text enhances comprehension.
12. Demonstrate the ability to describe strategies that sustain and expand reading for meaning.
13. Demonstrate an understanding of how managed Independent Learning (MIL) is organized within an effective classroom.
14. Demonstrate an understanding of various classroom management techniques that can be used within the literacy instruction framework.
15. Demonstrate the ability to support colleagues through sharing instructional strategies, techniques and best practices.

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:

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).
8. providing audiotapes and/or videotapes of teacher/student interaction.

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.