

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Words Off the Wall

IDENTIFIER NUMBER: 1013016

MAXIMUM POINTS: 60

GENERAL OBJECTIVE:

This professional development will enable participants to identify and implement effective word-learning strategies that enhance vocabulary development and usage, which contribute to increased comprehension in students.

SPECIFIC OBJECTIVES:

Upon completion of this professional development, the participant will:

1. demonstrate the ability to use vocabulary anchors (graphic strategies, photos and drawings) to form connections between concepts and prior knowledge.
2. identify metacognitive techniques that aid in understanding.
3. demonstrate the ability to create a word-rich lively classroom environment.
4. demonstrate the ability to use mnemonics aids to improve memory skills.
5. assess students level of word knowledge using various methods.
6. develop criteria for identifying and usage of tier one and two words.
7. demonstrate effective ways to provide meaningful information to students through instructional contexts.
8. ensure effective teacher responses to students that enhance their understanding of word meanings and usage.
9. demonstrate the knowledge of how to create a lively verbal classroom environment.
10. develop an understanding of how to select vocabulary from texts that aid is students comprehension.

DELIVERY PROCEDURES:

Participants will engage in facilitated interactions relating to various researched-based strategies by demonstrating 2 or more of the following:

1. modeling effective curriculum strategies with colleagues;
2. creating vocabulary lessons that scaffold concepts;
3. utilizing cooperative and team learning activities;
4. embedding basic word development skills instruction into problem-solving;
5. modeling powerful thinking strategies with students;
6. simulating the assessment of students using a variety of measures such as...checklists, rubrics, authentic products, and demonstrations;
7. keeping a written portfolio of information learned, implemented activities, student products, and performance results;

8. documenting dialogue among peers regarding vocabulary curriculum issues;
9. creating a monthly newsletter with specific vocabulary development tools for parents;
10. using individual reflections and writing to make meaning from information presented;
11. using data collection techniques during classroom observations;
12. designing a repertoire of brain compatible activities;
13. documenting the utilization of strategies for facilitating reflection; and/or
14. creating classroom environments that promote active engagement.

EVALUATION OF PARTICIPANTS:

Participants will demonstrate mastery of the targeted objectives as evidenced through product samples, reflections, observations, dialogue notes, and/or assessment.

FOLLOW-UP:

Participants will: (2 or more)

1. provide documentation showing teacher impact to job performance.
2. provide documentation showing student impact to increased achievement.
3. develop a portfolio.
4. reflect in written and oral forms.
5. publish curriculum modifications, adoptions and or interdisciplinary units.
6. participate in study groups.
7. engage in action research.
8. provide students' assessment results measuring achievement.

COMPONENT EVALUATION:

The professional developer will assess the degree to which the professional development procedures addressed the specific objectives of this component, and will make recommendations for revision on the component evaluation.