



Professional Development Inservice Components

Component Number:

TITLE: Reading to Learn: Comprehension Instruction

Component Identifier:

Number of Points: 1-60

General Objective:

Participants will become aware of scientific-based reading comprehension research aligned with the National Reading Panel Report, connect research to practical instructional strategies, utilize ongoing assessment to inform instruction, and implement research-based strategies in the classroom to achieve the ultimate goal in reading instruction: reading comprehension.

Specific Objectives:

The course participants will:

1. Gain knowledge about the research that explains the processes of comprehension and the factors involved in quality reading comprehension instruction;
2. Understand the importance of quality teaching in reading comprehension across the curriculum;
3. Understand the role of validated research in reading comprehension instruction;
4. Assess his/her practice in teaching reading comprehension; reflect and adjust accordingly;
5. Improve or enhance research-based instructional strategies to increase/enhance reading achievement;
6. Understand the variables related to reading comprehension success, which include learner characteristics, aspects of text, the reading task, motivation and engagement, the students' use and transfer of strategies, and quality teacher instruction;
7. Understand that at times reading comprehension strategies should be taught in an explicit manner;
8. Develop instruction to enable students to interact with texts in order to make connections within the text to enhance meaning, and connect information in the text to their prior knowledge of the world;
9. Provide meaningful, productive vocabulary instruction;
10. Use ongoing assessments for diagnosing students' needs and for developing and implementing intervention strategies;
11. Develop ways to connect school reading to home reading;
12. Select and develop appropriate instructional materials that align with research and meet students' needs; and,
13. Align research-based reading instruction with state and local standards.
14. Use technology as a professional development tool.

DESCRIPTION:

Participants will use technology through CD-ROM for various assignments throughout the course. CD-ROM seminar lecture bursts, research readings and articles, reflection journals to bridge research to practice, individual, small group, and whole group interactive strategies designed to assist participants in connecting the research to their own instructional practices, activity centers, screening and diagnosis assessment centers, role play, interactive discussions, brainstorming, internet site exploration, guided personal experience, reflection journals, ongoing action

research related to lesson planning utilizing reading comprehension research-based components, pre and post self-assessments, and completion of an individualized professional growth plan will be utilized throughout the course.

PARTICIPANT EVALUATION:

- Knowledge:** Pre and post-assessment; individual professional growth plan; research article readings and sharing; Article 13 Research Action Assignment
Objectives: 1, 2, 3, 4, 6, 7
- Skills:** Observed demonstration in workshop, classroom or on the job
Objectives: 5, 8, 9, 10, 11, 12, 13
- Products:** Reflection Journal; Action Research Assignments including written lesson plans implementing research-based instructional strategies
Objectives: 1-14; particular emphasis on 14 through the utilization of an electronic reflection journal and navigation of a CD-ROM throughout the course for access to articles, websites, research seminars, reflection journal, and other resources

WORKSHOP EVALUATION: _____ County Staff Development Evaluation, _____ County Schools mid-term/final evaluation, Performance Learning Systems evaluation

PERSON RESPONSIBLE FOR EVALUATION: *Consultant/Curriculum Improvement* Resource Developer, _____ Co. Schools

CONTACT PERSON: Staff Development Director/Curriculum Improvement Resource Developer