# PROFESSIONAL DEVELOPMENT PLANNING GUIDE

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[www.keystoliteracy.com](http://www.keystoliteracy.com)
(978) 948-8511

Keys to Literacy
PROFESSIONAL DEVELOPMENT OFFERINGS

Keys to Literacy Programs
- The Key Comprehension Routine (Grades 4-12)
- The Key Comprehension Routine: Primary Grades (Grades K-3)
- The Key Vocabulary Routine (Grades 3-12)
- Keys to Content Writing (Grades 4-12)
- Keys to Argument Writing (Grades 4-12)
- The ANSWER Key Routine for Extended Response (Grades 4-12)
- Keys to Close Reading (Grades 3-12)

Additional Training Topics
- One-Day Content Literacy Overview

Online Courses
- The Key Comprehension Routine (Grades 4-12 and K-3)
- The Key Vocabulary Routine (Grades 2-12)

Conference Keynotes and Workshops
Topics include:
- Adolescent Literacy Overview
- Content Literacy Instruction
- Keys to Literacy Planning: A Model for Schools and Districts
- The Key Comprehension Routine: Content Literacy Strategies
- The Key Vocabulary Routine: Teaching Content Vocabulary
- Keys to Writing
PROFESSIONAL DEVELOPMENT for KEYS TO LITERACY PROGRAMS

Keys to Literacy professional development programs train teachers to provide literacy instruction embedded in their classroom instruction using existing reading and curriculum materials.

The Key Comprehension Routine (Grades 4-12)
This Keys to Literacy cornerstone is a 2-day professional development program for embedding comprehension strategy instruction in all content areas, using existing reading and instruction material. The routine includes these skills and activities: main idea and text structure, top-down topic webs, two-column notes, summarizing, and generating questions. When adopted by a school or district, students will learn a routine for active reading and writing that is consistent as they move from grade to grade and subject to subject.

The Key Comprehension Routine: (Primary Grades K-3)
This version of The Key Comprehension Routine has been adapted for use in grades K-3. The skills and strategies of the routine have been modified to be introduced through oral language, the use of pictures in addition to words, and more age-appropriate application of the strategies.

The Key Vocabulary Routine (Grades 3-12)
Similar to The Key Comprehension Routine, this is a program for embedding vocabulary instruction in all content areas, using existing reading and instruction material. The 2-day program combines direct and indirect instruction into a routine of five components: previewing, activities for teaching related words, selection of content words to teach in-depth, using context and word parts, and promoting word consciousness. When adopted by a school or district, students will learn a routine for increasing vocabulary knowledge that is consistent as they move from grade to grade and subject to subject.

Keys to Content Writing (Grades 4-12)
The Keys to Content Writing 2-day professional development focuses on best practices for helping students learn to write in all subject areas. Participants learn best practices to address the writing requirements of Common Core Standards, including frequent writing in all content areas that includes short and longer writing tasks. This training focuses on information writing but information about argument and narrative writing is included. Participants receive sample writing templates, graphic organizers, and checklists.

Keys to Argument Writing (Grades 4-12)
The Keys to Argument Writing 1-day professional development focuses on how to teach students to write opinion/argument pieces in all content areas. Aligned to the Common Core Argument Writing Standards, this session emphasizes students’ ability to write sound arguments using text evidence to support a position in a reasoned, logical way.

The ANSWER Key Routine for Extended Response (Grades 4-12)
During this 1-day of professional development, participants learn how to teach a student routine for answering extended response question prompts (i.e. constructed or open response) and how to use extended response writing as a classroom tool to help students learn and remember content. Students can also use the routine for writing extended responses to question prompts for on-demand writing assessments.
**Keys to Close Reading** *(Grades 3-12)*

This one-day professional development shows participants how to plan and conduct a close reading lesson. The Common Core literacy standards emphasize the use of challenging text at all grade levels and for students to apply close reading skills. Close reading is figuring out what a text says by thinking critically about the words and ideas in the text.

**Our Approach to Professional Development**

Successful professional development must be easily adaptable and relate directly to what teachers are doing in their classrooms. Research indicates that extensive follow-up training is necessary in order for teachers to successfully implement what they have learned. Follow-up should include opportunities for teachers to develop classroom lessons and to exchange ideas with their peers in small groups. All of Keys to Literacy’s professional development programs were developed with this in mind.

Our programs are organized around four essential PD components: initial training, the identification and training of building-based coaches, long-term follow up for teachers, and administrator training. The graphic organizer below illustrates this training mode.

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**Core Training Model**

- **Initial PD for Teachers**
  - 2 to 3 Days OR 1-Day Hybrid Online

- **Follow-Up Support for Teachers**
  - Guided Practice Sessions
  - Small-Group Sharing Sessions

- **PD for Building-Based Coaches**
  - 2-Day Coach Training

- **PD for Administrators**
  - 1/2 Day Training

Annual Coach & Administrator Forum
The recommended core training package (for groups of up to 35):

For The Key Comprehension Routine/ The Key Vocabulary Routine
- Initial Training for teachers: 2 days or 1 day Hybrid Online. Training books required.
- 1 day of Guided Practice (scheduled 2-6 weeks after initial training)
- 3 days of Small-Group Sharing meetings (scheduled every 4-6 weeks after initial training)
- Attendance of at least two building coaches at 2-day Coach Training
- Attendance of administrators at half-day Administrator Training
- Attendance of building coaches and administrators at Annual Coach Forum

For Keys to Writing:
- Initial Training for teachers: 1 or 2 days
- Guided Practice and Small Group Share are available

For schools that have completed core training and are implementing our programs, Keys to Literacy also offers additional training and consultation, depicted below:
A CLOSE LOOK AT TRAINING COMPONENTS

The descriptions provided below provide further detail about the training components offered by Keys to Literacy.

CORE TRAINING COMPONENTS

Initial Training provides basic training, including how to teach the instructional components of each program. Participants are instructed to bring their own content classroom reading material to practice generating activities during the training so they are prepared to try the program with students. Initial training can be scheduled consecutively or non-consecutively. Up to 35 per group.

Guided Practice sessions provide teachers time and assistance to generate lesson plans and classroom activities using our program. A trainer provides guidance, answers questions, and clarifies details about the program. Participants bring content classroom instructional material so they can generate lessons/activities. They may work alone or with colleagues from the same team or subject area. Building-based coaches are also encouraged to attend to provide additional support. Attendance at initial training is a prerequisite. Guided practice sessions vary in length from two hours to a full day. Up to 35 per group.

Small-Group Sharing meetings support long-term implementation of the program; this is for participants who have already started using Keys to Literacy programs in their classrooms. Participants bring their implementation folders with examples of lessons and student work, and the trainer facilitates the sessions. Participants have the opportunity to ask questions and discuss challenges and successes they have experienced with the program. They also receive specific feedback about their classroom lessons and suggestions for how to improve their use of the program. Attendance at initial training is a prerequisite. Small-group sharing meetings are typically 60-90 minutes for groups of 4-8 (groups can be organized by grade level or subject area), allowing for 4-5 meetings per day.

Coach Training is a two-day, advanced training to develop on-site support for implementation of Keys to Literacy programs by training building-based coach facilitators. Coach training provides an in-depth review of the program, along with time to practice generating lessons/activities in all subject areas. Because building-based coaches will be assisting others, the training also addresses peer coaching techniques. PLEASE NOTE: If a school plans to implement either program, it is essential that at least two coaches are identified and trained for each group of (up to) 35 teachers. A coach can be any staff member with good communication and facilitation skills, a desire to coach peers, and a strong desire to support the Keys to Literacy program in the school. Attendance at initial training is a prerequisite. Depending on the number of coaches to be trained, Keys to Literacy will deliver coach training on-site or at open training sessions.

Administrator Training is a half-day session that presents an overview of the Keys to Literacy program as well as recommendations for how building and district administrators can support implementation in their schools.

The Keys to Literacy Coaches and Administrators Annual Forum is a one-day, in-depth forum for building-based coaches and administrators. Participants from districts using Keys to Literacy’s programs have an opportunity to meet and share ideas for supporting implementation and attend advanced workshops.

ADDITIONAL TRAINING OPTIONS

Classroom Observations are designed for a trainer to provide feedback to teachers after observing a lesson that implements a Keys to Literacy program in their classrooms. Teachers to be observed must be fully trained and already using the program. Before an observation, the teacher shares the goal of the lesson with the trainer. After the observation, the trainer facilitates a debriefing discussion. If the teacher agrees, other teachers may participate in the observation and debrief. The trainer feedback will focus only on the instruction associated with the Keys to Literacy program – observations are not evaluative. A trainer can typically conduct up to four observations per day of 30 to 40 minutes each, plus an additional 30-45 minutes of feedback per observation.
**Advanced in-depth training days** are delivered by a Keys to Literacy trainer on any of the following topics:

*From The Key Comprehension Routine:*
- Main Idea and summarizing skills
- Question generation using Bloom’s Taxonomy
- Explicit instruction and underlying skills for top-down webs and two-column notes
- Combining strategies: Using the activities as a routine

*From The Key Vocabulary Routine:*
- Selecting words to teach in-depth
- Teaching use of context and word parts to determine the meaning of new words

**Coach Support Sessions** provide additional support to building coaches who have already attended coach training and are assisting teachers as they implement a Keys to Literacy program. The trainer covers the following topics:
- Facilitated discussion: Factors supporting and challenges to program implementation
- Coach understanding and use of the program, including in-depth review
- How to support further school implementation

*This half- or full-day training can accommodate up to 25 coaches.*

**OPTIONS FOR ADVANCED/CUSTOM TRAINING**

*(NOTE: Because of the additional preparation time required, this advanced follow-up training is billed at 150% of the regular training day rate.)*

**Classroom Co-Teaching** allows a trainer to model the teaching of a Keys to Literacy activity/strategy with students by co-teaching a lesson with a classroom teacher. Teachers who participate in a co-teach must be fully trained and already using the program. Because the content teacher is the subject matter expert (e.g., math, science, history), he/she will focus on the content to be learned; the trainer will focus on how to introduce or provide guided practice for the content literacy skill. Prior to a co-teach, the teacher and trainer communicate about the topic and skills to be covered so the trainer can adequately prepare. After the classroom lesson, the trainer facilitates a debriefing discussion. If the teacher agrees, other teachers may observe and participate in the debrief. A trainer can typically conduct three co-teaching sessions per day including the debriefs. Because co-teaching requires advance preparation, *Keys to Literacy must receive the lesson plans from the teacher at least three weeks prior. There will not be time on a co-teach day to do other kinds of follow up.*

**Consultation meetings with building coaches or administrators** are facilitated by a trainer on-site for custom consultation related to the implementation of Keys to Literacy programs. *Half- or full-day. Keys to Literacy requires at least two weeks advance notice in order to adequately prepare.*

**Combinations of guided practice, small-group sessions, co-teaching or observation** are available for a Keys to Literacy trainer to provide several types of follow-up PD in the same day. *Keys to Literacy requires at least two weeks advance notice in order to adequately prepare.*

**Assistance with developing lesson plans incorporating Keys to Literacy programs** is provided by a trainer who works with a teacher or group of teachers to provide suggestions for developing classroom lessons that incorporate and apply *The Key Comprehension Routine* or *The Key Vocabulary Routine* to a specific unit of study. *Keys to Literacy must receive all associated reading materials at least 3 weeks prior to the scheduled training to adequately prepare.*
ADDITIONAL PROFESSIONAL DEVELOPMENT OFFERINGS

Content Literacy Overview
This one-day session provides an introduction to content literacy, especially as it relates to the Common Core Standards focus on embedding literacy instruction into subject areas. This training is an effective tool to familiarize content teachers and increase comfort levels with methods to embed vocabulary, comprehension, and writing about reading into classroom instruction. After an introductory overview of content literacy, the trainer provides a two-hour overview of The Key Comprehension Routine and a two-hour overview of The Key Vocabulary Routine. Cost is determined by number of participants and required materials (i.e., training books).

Online Professional Development
Keys to Literacy offers online courses for The Key Comprehension Routine and The Key Vocabulary Routine. Educators who cannot participate in live training may access initial training for either program in this online format. The online courses are also used in our hybrid initial training option, which combines one day of live training with the program’s online course.

Each online course consists of a series of modules that include interactive activities and assignments, video clips from live training, and introductory video explanations. The courses were designed for use with training books for The Key Comprehension Routine and The Key Vocabulary Routine, and the modules correspond with the book chapters. The courses also include “use your content” activities that encourage users to generate lesson plans using the program activities from classroom reading and teaching material.

Participants complete the course at their convenience; users may log in at any time and complete the course at their own pace. Each course takes 5-10 hours to complete.

The prices for Keys to Literacy online courses vary and are determined by whether they are combined with other Keys to Literacy professional development and the size of the group taking the course.

Conferences & Workshops
The following topics can be adjusted for conference keynotes and workshops varying in length from 1-2.5 hours.

- Adolescent Literacy Overview
- Content Literacy Instruction
- Keys to Literacy Planning: A Model for Schools and Districts
- The Key Comprehension Routine: Content Literacy Strategies
- The Key Vocabulary Routine: Teaching Content Vocabulary
- Keys to Writing

To develop a professional development plan appropriate for your school or district needs, please contact Keys to Literacy.

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