Keys to Literacy (KTL) Professional Development
Approved MA PDP Provider # F201400015

KTL Professional Development aligned to
MA DESE requirements for *15 PDPs Related to Strategies for Students With Disabilities*

On-Site PD Options

The following KTL offerings are designed to provide 15 PDPs. In addition, KTL works with schools and districts to develop custom PD plans.

- ***Keys to Comprehension for Struggling Readers***: This PD presents research-based instructional practices for teaching comprehension strategies using existing content teaching materials (textbooks and other reading material) based on *The Key Comprehension Routine* PD program. Participants learn how to teach reading comprehension skills as Tier I instruction for all students in inclusive classrooms as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle with reading because of a learning disability. The following are addressed: main idea skills, use of a topic web graphic organizer, two-column notes, summarizing, and question generation at multiple levels of thinking. The content of this PD is based on instructional practices developed for students with learning disabilities in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. Target Audience: All grades 4-12 educators who teach students with learning disabilities in general education classrooms and resource settings. PD Requirements: participation in 10 hours of initial teacher training and 5 hours of follow-up coaching to support teacher implementation.

- ***Keys to Vocabulary for Struggling Readers and Writers:*** This PD presents research-based instructional practices for teaching vocabulary throughout the school day and in all subject areas, based on *The Key Vocabulary Routine* PD program. Participants learn how to integrate vocabulary instruction as Tier I instruction for all students in inclusive classrooms as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who have weak vocabulary because of a learning disability. The following are addressed: previewing vocabulary before reading, activities to make connections between known and unknown words, selecting key academic vocabulary to teach in-depth, use of context and word parts, and word consciousness. The content of this PD is based on instructional practices developed for students with learning disabilities in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. Target Audience: All grades 3-12 educators who teach students with learning disabilities in general education classrooms and resource settings. PD Requirements: participation in 10 hours of initial teacher training and 5 hours of follow-up coaching to support teacher implementation.

- ***Keys to Content Writing for Struggling Writers:*** This PD presents research-based instructional practices for teaching literacy skills needed to effectively write from text and learn content information. It is based on the *Keys to Content Writing* and *Keys to Argument Writing* PD programs. Participants learn how to teach reading and writing skills as Tier I instruction for all students in inclusive classrooms as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle with writing because of a learning disability. The following are addressed: writing process, text structures for the three types of writing, quick writes, writing scaffolds (e.g., two-column notes, graphic organizers, writing templates, word lists), writing from text sources. The first part of the PD focuses on informational writing and the last part focuses specifically on opinion/argument writing. The content of this PD is based on instructional practices developed for students with learning disabilities in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. Target Audience: All grades 3-12 educators who teach students with learning disabilities in general education classrooms and resource settings. PD Requirements: participation in 15 hours of initial teacher training.

- ***Keys to Early Literacy:*** This PD presents research-based instruction practices for teaching beginning reading comprehension and writing skills to young children, with a focus on developing oral language

skills. It is based on the *Keys to Early Writing* and *The Key Comprehension Routine Primary Grades* PD programs. Participants learn how to teach literacy skills as Tier I instruction for all students in the primary classroom as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle because of a learning disability. The following are addressed: using read aloud to develop literacy skills, categorizing skills, sentence and paragraph reading and writing skills, retelling and summarizing text from read aloud, gathering information from a source, writing process. The content of this PD is based on instructional practices developed for students with learning disabilities in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. <u>Target Audience:</u> All grades K-3 educators who teach students with learning disabilities in general education classrooms and resource settings. <u>PD Requirements:</u> participation in 15 hours of initial teacher training.

Online PD Options

Keys to Literacy offers several online PD courses that can be used to meet the MA DESE requirements for *15 PDPs Related to Strategies for Students With Disabilities*. Each online course consists of modules that include interactive activities and video clips from live training. The courses are designed for use with our training books. The courses also include "use your content" activities, which allow users to generate lesson plans using the instructional practices. Participants learn how to teach literacy skills as Tier I instruction for all students as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle because of a learning disability. The content of this PD is based on instructional practices developed for students with learning disabilities in inclusive classrooms.

The courses are "asynchronous" which means participants can complete the courses at their convenience; users may log in at any time to work through the modules at their own pace. The course can be used by individual educators for "independent" PD, or by a group of educators who participate in online PD facilitated by a KTL trainer. See the details below.

Independent Online PD:
Individual teachers can combine any of the KTL courses to reach a minimum of 15 PDPs. The number of hours to complete each course is listed below. At the completion of an online course, participants download a PDP certificate that includes the number of hours and the KTL PDP Provider number.

Facilitated Online PD:
KTL will develop a custom plan for offering facilitated online professional development to groups of teachers from the same school/district. We can combine face-to-face PD sessions with the online courses, or combine the courses with remote facilitated PD using webinar and other online communication technology. Time spent during the facilitated PD is combined with the number of hours to complete the online course to reach a minimum of 15 PDP's for each course.

List of Online Courses:

- *The Key Comprehension Routine, Grades 4-12:* see the *Keys to Comprehension for Struggling Readers* description above. Online course takes **13.5** hours to complete.

- *The Key Comprehension Routine, Primary Grades K-3:* in this course participants learn research-based practices for teaching literacy skills as Tier I instruction for all students in the primary classroom as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle because of a learning disability. The following are addressed: categorizing and paragraph main idea skills, top-down topic web and basic two-column notes using words and/or pictures, retelling and summarizing anything that is read, said or done, and question answering/generation at multiple levels of thinking. The content of this PD is based on instructional practices developed for students with learning disabilities in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. <u>Target Audience:</u> All grades K-3 educators who teach students with learning disabilities in general education classrooms and resource settings. Online course takes **9.5** hours to complete.

- *The Key Vocabulary Routine:* see the *Keys to Vocabulary for Struggling Readers and Writers* description above. Online course takes **9.5** hours to complete.

- *Keys to Content Writing:* see the *Keys to Content Writing for Struggling Writers* description above. Online course takes **14** hours to complete.

Keys to Literacy (KTL) Professional Development
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KTL Professional Development aligned to
MA DESE requirements for ***15 PDPs Related to SEI or English as a Second Language***

KTL's literacy PD focuses on comprehension, vocabulary and writing instruction. Our draws from the same research based regarding effective literacy instruction for students with English as a second language. Many of the instructional practices incorporated in the MA SEI Endorsement Course are incorporated into KTL PD. As a result, many of the teaching practices from the SEI Course are reinforced in KTL PD.

On-Site PD Options

The following KTL offerings are designed to provide 15 PDPs. In addition, KTL works with schools and districts to develop custom PD plans.

- ***Keys to Comprehension for ELLs:*** This PD presents research-based instructional practices for teaching comprehension strategies using existing content teaching materials (textbooks and other reading material) based on *The Key Comprehension Routine* PD program. Participants learn how to teach reading comprehension skills as Tier I instruction for all students in inclusive classrooms as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students with English as a second language. The following are addressed: main idea skills, use of a topic web graphic organizer, two-column notes, summarizing, and question generation at multiple levels of thinking. The content of this PD is based on instructional practices developed for students who struggle with literacy in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. <u>Target Audience:</u> All grades 4-12 educators who teach ELLs in general education classroom. <u>PD Requirements:</u> participation in 10 hours of initial teacher training and 5 hours of follow-up coaching to support teacher implementation.

- ***Keys to Vocabulary for ELLs:*** This PD presents research-based instructional practices for teaching vocabulary throughout the school day and in all subject areas, based on *The Key Vocabulary Routine* PD program. Participants learn how to integrate vocabulary instruction as Tier I instruction for all students in inclusive classrooms as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who have weak vocabulary because of English as a second language. The following are addressed: previewing vocabulary before reading, activities to make connections between known and unknown words, selecting key academic vocabulary to teach in-depth, use of context and word parts, and word consciousness. The content of this PD is based on instructional practices developed for students who struggle with vocabulary in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. <u>Target Audience:</u> All grades 3-12 educators who teach ELLs in general education classrooms. <u>PD Requirements:</u> participation in 10 hours of initial teacher training and 5 hours of follow-up coaching to support teacher implementation.

- ***Keys to Content Writing for ELLs:*** This PD presents research-based instructional practices for teaching literacy skills needed to effectively write from text and learn content information. It is based on the *Keys to Content Writing* and *Keys to Argument Writing* PD programs. Participants learn how to teach reading and writing skills as Tier I instruction for all students in inclusive classrooms as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle with English as a second language. The following are addressed: writing process, text structures for the three types of writing, quick writes, writing scaffolds (e.g., two-column notes, graphic organizers, writing templates, word lists), writing from text sources. The first part of the PD focuses on informational writing and the last part focuses specifically on opinion/argument writing. The content of this PD is based on instructional practices developed for students who struggle with writing in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. <u>Target Audience:</u> All grades 3-12 educators who teach ELLs in general education classrooms. <u>PD Requirements:</u> participation in 15 hours of initial teacher training.

- ***Keys to Early Literacy for ELLs:*** This PD presents research-based instruction practices for teaching beginning reading comprehension and writing skills to young children, with a focus on developing oral language skills. It is based on the *Keys to Early Writing* and *The Key Comprehension Routine Primary Grades* PD programs. Participants learn how to teach literacy skills as Tier I instruction for all students in the primary classroom as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle because of a learning disability. The following are addressed: using read aloud to develop literacy skills, categorizing skills, sentence and paragraph reading and writing skills, retelling and summarizing text from read aloud, gathering information from a source, writing process. The content of this PD is based on instructional practices developed for students who struggle with literacy skills in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. Target Audience: All grades K-3 educators who teach ELLs in general education classrooms. PD Requirements: participation in 15 hours of initial teacher training.

Online PD Options

Keys to Literacy offers several online PD courses that can be used to meet the MA DESE requirements for *15 PDPs Related to SEI and English as a Second Language.* Each online course consists of modules that include interactive activities and video clips from live training. The courses are designed for use with our training books. The courses also include "use your content" activities, which allow users to generate lesson plans using the instructional practices. Participants learn how to teach literacy skills as Tier I instruction for all students as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle with literacy skills.

The courses are "asynchronous" which means participants can complete the courses at their convenience; users may log in at any time to work through the modules at their own pace. The course can be used by individual educators for "independent" PD, or by a group of educators who participate in online PD facilitated by a KTL trainer. See the details below.

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Facilitated Online PD:
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List of Online Courses:

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- *The Key Comprehension Routine, Primary Grades K-3:* in this course participants learn research-based practices for teaching literacy skills as Tier I instruction for all students in the primary classroom as well as how to differentiate instruction and use scaffolds to provide Tier 2 instruction for students who struggle because of English as a second language. The following are addressed: categorizing and paragraph main idea skills, top-down topic web and basic two-column notes using words and/or pictures, retelling and summarizing anything that is read, said or done, and question answering/generation at multiple levels of thinking. The content of this PD is based on instructional practices developed for students who struggle with basic comprehension skills in inclusive classrooms. Participants also learn how the training is highly aligned to specific state literacy standards. Target Audience: All grades K-3 educators who teach ELLs in general education classroom. Online course takes **9.5** hours to complete.

- *The Key Vocabulary Routine:* see the *Keys to Vocabulary for ELLs* description above. Online course takes **9.5** hours to complete.

- *Keys to Content Writing:* see the *Keys to Content Writing for ELLs* description above. Online course takes **14** hours to complete.

List of SEI Course Topics Included in KTL PD

SEI Session	*Session Topics Included in KTL PD*
Session 5: **An Overview of SEI**	• Identify effective strategies for making content comprehensible (e.g., activating/building prior knowledge, explicit teaching of vocabulary, use of realia and visuals, attention to comprehensible input, inclusion of cooperative learning strategies, use of graphic organizers, supplemental materials, models, and teacher speech) in their own instructional practice using a checklist. (SEIT 4,5) • Explain how direct, explicit instruction in vocabulary, reading, writing, listening, and speaking about grade level topics using grade/age- appropriate texts can help accelerate the English development process and why SEI teachers need explicit professional development and collaboration with ESL/ELD specialists to deliver this instruction. (SEIT 4, 5)
Session 6: **Vocabulary Development for ELLSs I**	• Explain the relationship of vocabulary to essential shifts relating to literacy and the Common Core standards • Explain the importance of vocabulary as a predictor of success for all students. (SEIT 8,8.1, 11.1) • Explain considerations and implications for ELLs related to vocabulary (e.g. limited exposure, depth and breadth, cognates/false cognates, having/developing a concept for a word, difficulty hearing a word, idiomatic expressions, figures of speech, etc.). (SEIT 8,8.1,11.1) • Identify key vocabulary words/phrases in a student text and appropriately assign words/phrases to one of three vocabulary tiers for ELLs. (SEIT 8,8.1, 11.1) • Pre-teach new vocabulary words in an SEI class using an instructional protocol which distinguishes among the three tiers of vocabulary. (SEIT 5, 11, 11.1) • Demonstrate an understanding of the importance of oral language development as a foundation for literacy development. (SEIT 9)
Session 7: **Vocabulary for ELLs II**	• Discuss oracy and vocabulary challenges of English learners with specific learning needs including SIFE students, ELLs with disabilities, long-term ELLs and gifted ELLs. (SEIT 2,9) • Develop/implement appropriate formative assessments for English learners during vocabulary instruction. (SEIT 2, 10; SEIT 2, 11; SEIT 2,11.1) • Practice and apply during-reading and post-reading vocabulary teaching strategies modeled and practiced in this session. (e.g., teacher think-aloud, building precise vocabulary, using visuals, attending to synonyms/antonyms and cognates, word wheels, interactive word walls, online word banks, use of dictionaries, micro-selection, wordplay, and the use of sentence frames). (SEIT 8, 8.1, 9)

	• Practice and apply teaching strategies to help ELLs analyze words (e.g., focus on teaching word families, word parts, morphemes, parts of speech, etc.). (SEIT 8, 8.1, 9)
Session 8: Vocabulary for ELLs III	• Describe their own successes and challenges in implementing strategies for vocabulary and oral language development and support colleagues with feedback on their practice. (SEIT 8, 8.1) • Integrate research-based principles regarding ELLs' vocabulary development and protocols for explicitly teaching vocabulary into standards-based lesson planning and delivery. (SEIT 8.1) • Synthesize concepts introduced in class sessions and required readings, and integrate new understandings into instructional planning and practice. (SEIT 8, 8.1)
Session 9: Reading for ELLs I	• Explain the relationship of reading to essential shifts relating to literacy and the Common Core standards. • Explain the relationship between discrete reading skills (i.e., phonics, phonemic awareness, decoding, vocabulary, fluency) and reading comprehension, and articulate areas of potential challenges for English learners. (SEIT 8, 8.1) • Explain the importance of reading comprehension as a predictor of success for all students. (SEIT 8, 9, 11) • Apply modeled and practiced strategies that feature explicit reading comprehension instruction and reflect upon the effectiveness of those instructional practices in the sheltered instruction classroom. (SEIT 8.1, 11) • Apply interactive strategies to increase comprehension, engagement, and oral language in the SEI classroom. (SEIT 5, 9)
Session 10: Reading for ELLs II	• Discuss reading comprehension challenges of English learners with specific learning needs including SIFE students, ELLs with disabilities, long-term ELLs, and gifted ELLs. (SEIT 3, 7, 8.1, 11) • Create and make use of appropriate formative assessments for reading comprehension and reading skill development. (SEIT 10) • Apply reading comprehension strategies modeled and practiced in this session (i). (SEIT 5, 8, 8.1) • Analyze a common text for linguistic demand to identify potential areas of challenge for ELLs affecting comprehension. (SEIT 4.1, 8.1, 11) • Take into account elements of a literacy-rich environment for ELLs, including CCSS evaluation of text complexity, to appropriately match reader and text. (SEIT 8, 8.1) • Analyze a common text for linguistic demand (i.e., identifying text features, text structure and strategies for self-monitoring comprehension) to identify potential areas of challenge for ELLs affecting comprehension. (SEIT 4.1, 8.1, 11)

	• Identify the features of academic language in academic texts. (SEIT 1, 4.1, 11, 11.1)
Session 12: Writing for ELLs I	• Explain the relationship of writing to essential shifts relating to literacy and the Common Core standards • Explain the importance of writing skills as a predictor of success for all students. (SEIT 8, 9, 11) • Identify typical elements of the writing process as taught in schools. (SEIT 8, 9) • Plan and deliver instruction that explicitly teaches writing strategies that focus on attention to audience, purpose, text type and structures, grammatical forms, vocabulary usage, and the effective use of vocabulary. (SEIT 1, 8.1, 11,11.1) • Demonstrate modeled and practiced cooperative writing strategies in the sheltered classroom. (SEIT 8.1,9)
Session 13: Writing for ELLs II	• Address writing challenges for English learners with specific learning needs including SIFE students, ELLs with disabilities, long-term ELLs, and gifted ELLs. • Create differentiated classroom writing assessments for ELLs at various proficiency levels, considering appropriate error-correction, selection of targeted aspects of language for focused feedback (e.g., checklists, rubrics, portfolios, modifications and accommodations and grading), and a variety of formative assessments. (SEIT 10) • Evaluate and provide feedback to colleagues on the writing strategies modeled for the implementation assignment … to help ELLs to write effectively in a variety of genres such as narratives, informational, and argumentative texts. (SEIT 8.1) • Apply writing strategies appropriate for the sheltered instruction classroom that will develop control of English grammatical structures, writing conventions, and appropriate word usage as well as the craftsmanship of writing across a variety of genres for a variety of purposes. (SEIT 8, 8.1, 11)

Source: Massachusetts Sheltered English Instruction Teacher Endorsement (SEI) Course Syllabus, V 2.0
http://www.doe.mass.edu/retell/teacher-syllabus.pdf