

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 that include follow-up professional development to support implementation .

- **Keys to Comprehension for Students with Learning Disabilities:** 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 Common Core 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 2-day initial teacher training (11 hours) and 4 hours of independent practice activities.
- **Keys to Vocabulary for Students with Learning Disabilities:** 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 Common Core 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 2-day initial teacher training (11 hours) and 4 hours of independent practice activities.

To schedule on-site professional development for either program, contact Sue Nichols: sue@keystoliteracy.com
Phone: 978-948-8511, Ext. 205

Online PD

Keys to Literacy offers an online PD course that can be used to meet the MA DESE requirements for **15 PDPs Related to Strategies for Students With Disabilities**. The online training consists of modules that include interactive activities and video clips from live training. The online training is designed for use with our training books. The online course also includes “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 online course is “asynchronous” which means participants can complete the course at their convenience; users may log in at any time to work through the modules at their own pace. The course can be accessed by

individual educators who register directly with Keys to Literacy, or through a school/district that has contracted with Keys to Literacy to provide the course to educators.

Individual teachers who complete this KTL course will receive **23.5 PDPs** that can be used to meet the MA DESE requirement of *15 PDPs Related to Strategies for Students With Disabilities*. At the completion of the online course, participants download a PDP certificate.

Online Course:

- *Keys to Comprehension and Vocabulary for Students with Learning Disabilities*: This online course takes a total of approximately **23.5** hours to complete. This PD presents research-based instructional practices for teaching comprehension and content vocabulary strategies using existing content teaching materials (textbooks and other reading material) based on *The Key Comprehension Routine* and *the Key Vocabulary Routine* PD programs. Participants learn how to teach reading comprehension skills and integrate vocabulary instruction for students who struggle with reading and who have weak vocabulary because of a learning disability. This instruction is delivered as Tier I instruction for all students in inclusive classrooms as well Tier II instruction using differentiated instruction and scaffolds. The following comprehension strategies are addressed: main idea skills, use of a topic web graphic organizer, two-column notes, summarizing, and question generation at multiple levels of thinking. Vocabulary strategies presented are: 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 Common Core literacy standards. Target Audience: All grades 4-12 educators who teach students with learning disabilities in general education classrooms and resource settings.

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To register for this course directly with Keys to Literacy, [click here](#).

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 (ESL)**

KTL's literacy PD focuses on comprehension and vocabulary instruction. Our PD draws from the research base regarding effective literacy instruction for English Language Learners. 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 that include follow-up professional development to support implementation .

- ***Keys to Comprehension for SEI/ESL***: 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 SEI Tier 2 instruction for English

Language Learners (ELLs). 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 ELL students who struggle with literacy in SEI classrooms. Participants also learn how the training is highly aligned to specific Common Core literacy standards and topics covered in SEI training. **Target Audience:** All grades 4-12 educators who teach ELLs in general education classroom. **PD Requirements:** participation in 2-day initial teacher training (11 hours) and 4 hours of independent practice activities.

- **Keys to Vocabulary for SEI/ESL:** 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 SEI Tier 2 instruction for English Language Learners (ELLs). 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 ELL students who struggle with vocabulary. Participants also learn how the training is highly aligned to specific Common Core literacy standards and topics covered in SEI training. **Target Audience:** All grades 3-12 educators who teach ELLs in general education classrooms. **PD Requirements:** participation in 2-day initial teacher training (11 hours) and 4 hours of independent practice activities.

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Phone: 978-948-8511, Ext. 205

Online PD

Keys to Literacy offers an online PD course that can be used to meet the MA DESE requirements for *15 PDPs Related to SEI or English as a Second Language (ESL)*. The online training consists of modules that include interactive activities and video clips from live training. The online training is designed for use with our training books. The online course also includes “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 English as a Second Language. The content of this PD is based on instructional practices that align with a Sheltered English Immersion model.

The online course is “asynchronous” which means participants can complete the course at their convenience; users may log in at any time to work through the modules at their own pace. The course can be accessed by individual educators who register directly with Keys to Literacy, or through a school/district that has contracted with Keys to Literacy to provide the course to educators.

Individual teachers who complete this KTL course will receive **23.5 PDPs** that can be used to meet the MA DESE requirement of *15 PDPs Related to SEI or English as a Second Language*. At the completion of the online course, participants download a PDP certificate.

Online Course:

- **Keys to Comprehension and Vocabulary for SEI and English as a Second Language:** This online course takes a total of approximately **23.5** hours to complete. This PD presents research-based instructional practices for teaching comprehension strategies and content vocabulary using existing content teaching materials (textbooks and other reading material) based on *The Key Comprehension Routine* and *the Key Vocabulary Routine* PD programs. Participants learn how to teach reading comprehension skills and integrate vocabulary instruction for English Language Learners who struggle with reading and who have weak vocabularies. This instruction is delivered as Tier I instruction for all students in inclusive classrooms as well SEI Tier II instruction for English Language Learners using differentiated instruction and scaffolds. The following comprehension strategies are addressed: main idea skills, use of a topic

web graphic organizer, two-column notes, summarizing, and question generation at multiple levels of thinking. Vocabulary strategies presented are: 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 literacy in SEI classrooms. Participants also learn how the training is highly aligned to specific Common Core literacy standards and topics covered in SEI training. **Target Audience:** All grades 4-12 educators who teach ELLs in general education classrooms and resource settings.

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List of SEI Course Topics Included in KTL PD

<i>SEI Session</i>	<i>Session Topics Included in KTL PD</i>
Session 5: An Overview of SEI	<ul style="list-style-type: none"> • Identify effective strategies for making content comprehensible (e.g., activating/building prior knowledge, explicit teaching of vocabulary, use of graphics 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 ELLs I	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Discuss oral 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

	<p>vocabulary instruction. (SEIT 2, 10; SEIT 2, 11; SEIT 2,11.1)</p> <ul style="list-style-type: none"> • 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)
<p>Session 8: Vocabulary for ELLs III</p>	<ul style="list-style-type: none"> • 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)
<p>Session 9: Reading for ELLs I</p>	<ul style="list-style-type: none"> • 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)
<p>Session 10: Reading for ELLs II</p>	<ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none">• 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)
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Source: Massachusetts Sheltered English Instruction Teacher Endorsement (SEI) Course Syllabus, V 2.0
<http://www.doe.mass.edu/retell/teacher-syllabus.pdf>