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

> Keys to Literacy Professional Development aligned to MA DESE requirements for
> ***15 PDPs Related to Students With Disabilities***

**Important Note:**
If educators have already taken Key Comprehension, Key Vocabulary, or Key Content Writing they should not retake that course because the content here is similar.

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

Keys to Literacy offers several professional development options that can be used to meet the Massachusetts teacher recertification requirement for 15 PDPs related to strategies for students with disabilities:

**Face-to-Face Professional Development**

- ***Keys to Comprehension for Students with Learning Disabilities:*** This version of *The Key Comprehension Routine* emphasizes the unique needs that students with learning disabilities have related to reading comprehension. This instructional routine teaches all students (as Tier I instruction) a foundational set of comprehension strategies that support listening and reading comprehension in any subject area. Educators learn how to use differentiation and scaffolds in an inclusion classroom to provide support to students who struggle with comprehension because of a learning disability. In addition, intervention educators learn how to provide more explicit instruction, guided practice, and scaffolding as Tier II support instruction. 15 PDPs based on 11 hours of training time plus 4 hours of independent work. Appropriate for educators of students in grades 4-12.

- ***Keys to Vocabulary for Students with Learning Disabilities:*** This version of *The Key Vocabulary Routine* emphasizes the unique needs that students with learning disabilities have related to vocabulary. This instructional routine teaches all students (as Tier I instruction) vocabulary and vocabulary learning strategies in any subject area. Educators learn how to use differentiation and vocabulary scaffolds in an inclusion classroom to provide support to students who struggle with vocabulary because of a learning disability. In addition, intervention educators learn how to provide more explicit instruction, guided practice, and scaffolding as Tier II support instruction. The routine incorporates a combination of direct and indirect instructional practices that have been identified consistently in the research as most effective for growing student vocabulary, and are highly aligned with Common Core literacy standards. 15 PDPs based on 11 hours of training time plus 4 hours of independent work. Appropriate for educators of students in grades 2-12.

- ***Keys to Content Writing for Students with Learning Disabilities***: This version of *Keys to Content Writing* emphasizes the unique needs that students with learning disabilities have related to writing. This instructional routine teaches all students (as Tier I instruction) how to write in all subject areas. Educators learn how to use differentiation and scaffolds in an inclusion classroom to provide support to students who struggle with writing because of a learning disability. In addition, intervention educators learn how to provide more explicit instruction, guided practice, and scaffolding as Tier II support instruction. Teachers learn instructional practices that address writing requirements of the Common Core, including frequent long and short writing in all subject areas. When used across multiple grade levels, students benefit from a consistent approach to writing instruction as they move from grade to grade and subject to subject.

<u>**Online Professional Development**</u>

- ***Keys to Comprehension and Vocabulary for Students with Learning Disabilities – Online
  Course:*** This online professional development course presents research-based practices for teaching
  comprehension and vocabulary in any subject using content teaching and reading materials. The course includes
  an introductory module about the literacy instruction needs of students with learning disabilities and modules from
  *The Key Comprehension Routine* and *The Key Vocabulary Routine* online courses. Participants learn how to use
  differentiation and scaffolds for comprehension and vocabulary in an inclusion classroom.  It is appropriate for
  educators of students in grades 4-12.

  The online course is "asynchronous" which means participants can complete the course at their convenience,
  including choosing start and end dates.  On average, the course takes 23.5 hours to complete.  A certificate of
  completion for 23.5 hours of participation is provided at the end of the course when all module assignments have
  been completed and quizzes passed with a minimum score of 80%.

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| Keys to Literacy Professional Development aligned to MA DESE requirements for<br>*15 PDPs Related to* SEI/English as a Second Language |
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| **Important Note:**<br>If educators have already taken Key Comprehension or Key Vocabulary, they should not retake that course<br>because the content here is similar. |
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Keys to Literacy offers several professional development options that can be used to meet the Massachusetts teacher
recertification requirement for 15 PDPs related to SEI or English as a Second Language:

<u>**Face-to-Face Professional Development**</u>

- ***Keys to Comprehension for SEI or English as a Second Language:*** This version of *The Key
  Comprehension Routine* emphasizes the unique needs that English language learners (ELLs) have related to
  reading comprehension. This instructional routine teaches students a foundational set of comprehension
  strategies that support listening and reading comprehension in any subject area. Educators learn how to teach
  strategies in an SEI (Sheltered English Immersion) classroom using existing content reading and instructional
  materials. They also learn how to use Key Comprehension strategies to consolidate content to make it more
  accessible to ELLs, and to create opportunities for elaborated talk about content between ELLs and fluent English
  peers. 15 PDPs based on 11 hours of training time plus 4 hours of independent work. Appropriate for educators of
  students in grades 4-12.

- ***Keys to Vocabulary for SEI or English as a Second Language:*** This version of *The Key Vocabulary
  Routine* emphasizes the unique needs that English language learners (ELLs) have related to vocabulary. This
  instructional routine teaches students vocabulary and vocabulary learning strategies in any subject areas.
  Educators learn how to teach vocabulary in an SEI (Sheltered English Immersion) classroom using existing
  content reading and instructional materials. They also learn how to use Key Vocabulary strategies to consolidate
  content to make it more accessible to ELLs, and to create opportunities for elaborated talk about content between
  ELLs and fluent English peers. The routine incorporates a combination of direct and indirect instructional practices
  that have been identified consistently in the research as most effective for growing student vocabulary, including
  ELLs, and are highly aligned with Common Core literacy standards. 15 PDPs based on 11 hours of training time
  plus 4 hours of independent work. Appropriate for educators of students in grades 2-12.

- ***Keys to Content Writing for SEI or English as a Second Language****:* This version of *Keys to Content
  Writing* emphasizes the unique needs that English language learners (ELLs) have related to writing. This
  instructional routine teaches all students (as Tier I instruction) how to write in all subject areas. Educators learn
  instructional practices that address writing requirements of the Common Core, including frequent long and short
  writing in all subject areas. During professional development, educators learn how to teach writing in an SEI
  (Sheltered English Immersion) classroom using existing content instructional materials. They also learn how to
  use Keys to Content Writing strategies to consolidate content and make it more accessible to ELLs, and to create
  opportunities for elaborated talk about content between ELLs and fluent English peers. When used across
  multiple grade levels, students benefit from a consistent approach to writing instruction as they move from grade
  to grade and subject to subject.

## Online Professional Development

- ***Keys to Comprehension and Vocabulary for SEI or English as a Second Language – Online Course:*** This online professional development course presents research-based practices for teaching comprehension and vocabulary in any subject using content teaching and reading materials. The course includes an introductory module about the literacy instruction and needs of ELLs and modules from *The Key Comprehension Routine* and *The Key Vocabulary Routine* online courses. Participants learn how to use Key Comprehension and Vocabulary strategies to consolidate content to make it more accessible to ELLs and to create opportunities for elaborated talk about content between ELLs and fluent English peers.  It is appropriate for educators of students in grades 4-12.

  The online course is "asynchronous" which means participants can complete the course at their convenience, including choosing start and end dates.  On average, the course takes 23.5 hours to complete.  A certificate of completion for 23.5 hours of participation is provided at the end of the course when all module assignments have been completed and quizzes passed with a minimum score of 80%.

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**Important Note:**

These offerings are designed to provide the kind of professional development related to SEI and English as a Second Language that is needed to fulfill the Massachusetts teacher recertification requirement for 15 PDPs. They ARE NOT the same professional development required for SEI endorsement certification.

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To order the online courses for your school or district, contact Sue Nichols: sue@keystoliteracy.com   Phone: 978-948-8511, Ext. 205

To register for this course directly with Keys to Literacy, click here.