PROFESSIONAL DEVELOPMENT PLANNING GUIDE

Keys to Literacy
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Introduction

Welcome to Keys to Literacy! We have prepared this planning guide to assist in the development of a customized, professional development plan that meets the needs of your school or district. Thoughtful planning will help make the most of your investment in professional development.

When you choose to make Keys to Literacy your PD partner, we will work closely with you to identify the best focus for your PD, and identify the KTL PD components and support products that should be included in your PD plan based on your budget and needs. Please use the information in this guide to start the planning process.

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Part 1:

Keys to Literacy
Professional Development Offerings

Keys to Literacy Professional Development Offerings

KTL offers multiple PD topics and services that address grade levels from PreK-12, covering all reading and writing topics. Schools and districts have flexible options for participating in KTL professional development including:

- Live, face-to-face training onsite at your school or educational organization
- Live, virtual training using Zoom meeting
- Hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom meeting
- Asynchronous online courses completed by teachers at their own pace

View the list below of our professional development programs and consultation services, and visit the offerings page at our website for more details: https://keystoliteracy.com/services/professional-development-offerings/ Part 3 of this guide provides more information about virtual training and online courses.

Keys to Beginning Reading (Grades K-5)

This course provides training for all the components of science-based beginning reading instruction. The 36-hour course is organized into eleven modules that range from 1.5 to 7.5 hours each: Reading Basics, Oral Language, Vocabulary, Phonological Awareness, Phonics, Fluency, Sentence Structure, Text Structure, Comprehension, Instruction for Struggling Students, Reading Assessment. Schools can choose individual modules or the full course. Initial training ranges depending on how many modules are used. A single training manual is used for all modules. Three training options are available: live training (onsite or virtual), facilitated hybrid-online course, online course only.

The Key Comprehension Routine (Grades 4-12)

This is an instructional routine for embedding comprehension strategy instruction in all content areas, using existing reading and instruction material. The training covers these topics: identifying main ideas while reading, text structure, top-down topic web graphic organizer, two-column notes, summarizing, question generation. Classroom examples and suggestions for scaffolds are included. When adopted by a school or district, students learn a routine for active reading and writing that is consistent as they move from grade to grade and subject to subject. Initial training is typically 10 to 11 hours using a training book. A companion online course is available.

The Key Comprehension Routine Primary (Grades K-3)

This version of the program introduces basic comprehension skills to young students 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. Initial training is typically 10 to 11 hours using a training book. A companion online course is available.

The Key Vocabulary Routine (Grades K-12)

This is an instructional routine for embedding vocabulary instruction in all content areas, using existing reading and instruction material. It combines direct and indirect instruction into a teaching routine of five components: 1) previewing, 2) activities for teaching related words, 3) selection of academic vocabulary to teach in-depth, 4) using context and word parts (morphology), and 5) promoting word consciousness. When adopted by a school or district, students learn a routine for increasing vocabulary knowledge that is consistent as they move from grade to grade and subject to subject. Initial training is typically 10 to 11 hours using a training book. A companion online course is available.

Keys to Early Writing (Grades K-2)

This PD program introduces developmentally appropriate oral and written expression skills to young students in grades K-2. The training covers these topics: oral language and drawing as a foundation for writing, introduction to the stages of the writing process, engaging a community of writers, daily writing, sentence skills, paragraph and basic text structure for the three types of writing, and writing scaffolds. Note that the training focuses on composing skills, not spelling and handwriting. Initial training is typically 10 to 11 hours using a training book. A companion online course is available.

Keys to Content Writing (Grades 3-6)

This is an instructional routine for teaching upper elementary students how to write in all subject areas using strategies that are aligned with common state writing standards. The training covers these topics: the writing process, sentence and paragraph skills, patterns of organization and transitions, text structure for the three types of writing, writing from sources, feedback and revision, and a teacher planning guide for writing assignments. Classroom examples and suggestions for scaffolds are included. Initial training is typically 10 to 11 hours using a training book. A companion online course is available.

Keys to Content Writing (Grades 6-12)

This training for content teachers focuses on instructional practices for teaching students how to write in all subject areas using strategies that are aligned with common state writing standards. The training covers these topics: quick writes, content learning writing tasks, writing from sources, planning for formal writing assignments, and a teacher planning guide for writing assignments. Classroom examples and suggestions for scaffolds are included. Initial training is typically 5 to 6 hours using a training book. A companion online course is available.

Keys to Adolescent Literacy (Grades 5-12)

This training offers an overview of adolescent literacy instruction for grades 5-12 students in all subject areas. It builds the background knowledge of middle and high school teachers about how students learn to read and why some students struggle. Participants learn instructional practices for teaching content reading and writing skills, as well as suggestions for supporting older struggling students. The training covers these topics: components of reading/writing instruction, how the brain learns to read, causes of reading/writing difficulty, definitions of content and disciplinary literacy, a literacy assessment model for upper grades, and an overview of the comprehension, vocabulary, and writing skills that can be taught in the content classroom. This training can serve as a pre-cursor to more in-depth training for comprehension, vocabulary, or writing training. This topic is typically 5 to 6 hours day using a handout packet.

The ANSWER Writing Routine (Grades 3-12)

Participants learn how to teach a student routine for writing responses to question prompts based on text and non-text sources that supports content learning and prepares students to independently complete this kind of writing assessment task. The strategies in the routine include:1) A - Analyze the prompt (determine purpose, task audience, source requirements), 2) N – Notes (set up two-column notes, read actively), 3) S – Select (select and integrate relevant source information), 4) W – Write (write the response), and 5) ER – Edit and Revise. Includes practice generating prompts related to content reading and instruction. Initial training is typically 5 to 6 hours using a handout packet.

Keys to Argument Writing (Grades 4-12)

This training focuses on how to teach students to write opinion/argument pieces in all content areas. Aligned with common state writing standards, the emphasis is on students' ability to write sound arguments using text evidence to support a position in a reasoned, logical way. We recommend that teachers attend *Keys to Content Writing* as a precursor to this training. Initial training is typically 5 to 6 hours using a training book and a handout packet.

Keys to Close Reading (Grades 3-12)

This training shows participants how to plan and conduct a close reading lesson. The training covers these topics: definition of close reading and characteristics of a close reading lesson; how to select and prepare text, including generating text-dependent questions; stages and delivery of a close reading lesson; supports and scaffolds for struggling readers. Initial training is typically 5 to 6 hours using a handout packet.

School and District Literacy Planning

KTL literacy consultants can help your school or district develop a long-term literacy plan aligned with a *Multi-Tiered System of Support* (MTSS) model of instruction. This planning model can be used to support district literacy audits required by some states, and to generate a literacy plan that can be part of a proposal for grant-funded literacy projects. We will work with you to develop a consultation plan that includes one- to multiple-days of consultation based on the amount of support you need.

Our approach to literacy planning is to facilitate a planning process that places your site-based literacy planning team at the center of the process. Your literacy planning team members should include a representative sample of stakeholders in your school or district: administrators, classroom teachers, and specialists.

Our process addresses these **six literacy planning components:** (1) assessment and data use, (2) Tier I core instruction, (3) Tiers II and III intervention instruction, (4) professional development planning, (5) scheduling and grouping, and (6) literacy resources. Our literacy planning model brings your planning team through these **five planning stages**: initiation, self-assessment, action planning, writing the plan, implementation. Visit our Literacy Planning page at the KTL website for more details: https://keystoliteracy.com/offering/school-district-literacy-planning/

Customized Literacy Consultation Services

In addition to our standard PD options, KTL offers customized consultation and services to schools, districts, and state agencies around literacy issues. Please contact us to discuss how we can support your literacy initiatives.

"Letterland" PreK – Grade 3 Phonics Program

Keys to Literacy is the licensed provider of professional development in the New England states for the *Letterland* phonics program. *Letterland* is a complete, Pre-K through grade 3, science-based program for teaching phonics, word recognition, spelling, early fluency, and handwriting.

If your school or district is using the *Letterland* program and you would like professional development for this program, contact us for more information or visit the Letterland page at our website: https://keystoliteracy.com/offering/keys-to-phonics/

Part 2:

Components of the KTL
Professional Development Model

Components of the KTL Professional Development Model

KTL believes that one-time, "drive-by" training does not work! Effective training that leads to real change in teacher practice – and ultimately student learning – only happens through long-term professional development planning. Our PD model draws from the research consensus that PD should:

- be sustained over a period of time
- be school-wide and part of school reform plans
- include peer-coaching
- focus on teacher instruction and practice
- provide opportunities for peer collaboration and observation
- be supported and reinforced by leadership

We use the four components shown in the graphic to help you build a customized PD plan that's right for your school or district. Component descriptions are provided below.
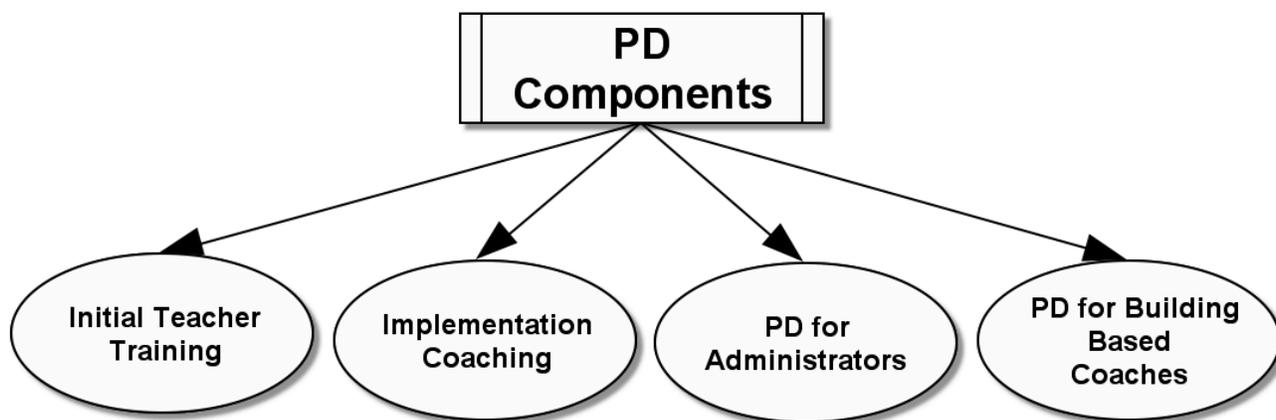
Initial Teacher Training

During initial training, participants learn the instructional practices that make up a KTL PD program. KTL trainers use PowerPoint presentations, training activities, sample classroom lessons and examples, and training books or handouts. Teachers practice activities and begin planning how to start using the teaching suggestions right away. Initial training ranges from one to multiple days depending on the KTL program that is the focus of the training. Ideally, group size for initial training should be no more than 35.

Implementation Coaching

After initial training, implementation coaching is vital to the successful adoption of KTL instructional practices. On *Implementation Coaching* days, KTL trainers conduct sessions with small groups of teachers that include small-group shares of program use, sample lesson walkthroughs, guided lesson planning, classroom observations and debriefs, and demonstration lessons. The focus of *Implementation Coaching* days is to support implementation of the instructional practices that teachers learned during initial training. Typically, all-school PD days are not needed for these coaching days – most schools use existing common planning time or a small number of substitutes to provide time for teachers to meet with the trainer. *Implementation Coaching* is available for these KTL professional development programs: *Keys to Beginning Reading, The Key Comprehension Routine, The Key Vocabulary Routine, Keys to Content Writing, Keys to Early Writing, Keys to Close Reading, The ANSWER Writing Routine*. Detailed descriptions and planning suggestions for *Implementation Coaching* are provided in Part 4 of this guide.

PD for Administrators

KTL strongly recommends that building administrators attend initial training with teachers so they can understand what teachers have learned. In addition, KTL offers half- to full-day workshops for administrators to help them promote and support implementation. This includes learning how to recognize classroom use, how to conduct KTL program walkthroughs, and how to use the implementation materials available at our password-protected online resource center.

PD for Building-Based Coaches

A key factor in long-term sustainability for our vocabulary, comprehension, and writing PD programs is the training of site-based peer coaches. Ultimately, KTL trainers want to gradually release the responsibility for providing implementation coaching to the school building. Peer coaches can come from the ranks of classroom teachers, mentor or master teachers, literacy specialists and coaches, or individuals who are already in an instructional coaching role. KTL offers coach training that allows participants to more deeply learn the instructional practices that teachers learn during initial training, as well as learn coaching techniques and activities. Coach PD is typically two days and can be accessed several ways: scheduling a coach training for your district, sending participants to an "open to the public" session run by KTL, or in some cases by taking our coaching online course.

Additional Implementation Support Options

The four key PD components described above will make up the core of the training days for your PD plan. There are several additional options for supporting PD and implementation that can be added to your PD plan, including the following.

Phone and Video-Conference Support

KTL trainers can provide implementation coaching to teachers, administrators or peer coaches by the hour. These sessions are customized based on your school/district needs.

Use KTL Online Courses

Many of our PD programs have associated online training courses. They can be used to replace live initial training to teachers, or to provide a review to teachers who have attended initial training. View the details in Part 3 of this guide for more details.

Book Study

Free book study guides are available that are aligned to our training books. In-house staff or KTL trainers can facilitate book discussions with teachers to review the instructional practices from initial training.

Password Protected Online Resource Center

Administrators and educators trained as peer coaches are given free access to a password protected section of the KTL website where they will find a large collection of resources that support implementation of KTL PD programs.

KTL Free Resources

KTL offers a large collection of free resources that are available to the general public that can be used to support our professional development. They can be accessed from the "free resources" section at our website: https://keystoliteracy.com/free-resources/ These resources include articles, literacy blog posts dating back to 2015, training videos, and a growing collection of archived, recorded webinars.

Part 3:

Additional PD Options

Virtual PD and Online Courses

In addition to providing face-to-face training onsite, Keys to Literacy offers flexible options for virtual training and online courses. Download a virtual PD planning guide: https://keystoliteracy.com/wp-content/uploads/2020/12/Plan-Virtual-PD.pdf

Option 1: All Live Virtual Training Delivered by Keys to Literacy Trainers

Contact us to develop a plan to replace onsite, face-to-face training and implementation coaching with live, virtual online training. KTL trainers use Zoom video conferencing to deliver training in an interactive format using breakout rooms, chat, and Google shared documents.

Option 2: Facilitated Online Courses

Our online courses can be combined with live, virtual meetings with Keys to Literacy trainers. Teachers complete online courses a few modules at a time and participate in virtual live meetings scheduled on set dates. Contact us to develop a customized plan for your school or district.

Option 3: Asynchronous Online Courses

Educators can access our professional development using our online courses. Each course is organized into modules that include interactive activities, readings, video clips from live training, and activities that allow users to master course content. When taken alone, the courses are asynchronous which means users can complete the course at their convenience; they may log in at any time to work through the modules at their own pace.

Online courses can be taken by individual teachers who register directly with KTL, or through a school/district that has developed a PD plan. Visit the online course page of the KTL website to learn more about these courses: https://keystoliteracy.com/delivery/online-pd/

How the Online Courses Can Be Used

- **Individual Educators:** Teachers who cannot access our live PD through their schools can take our online courses as an alternative. Each individual registration includes a copy of the training book and access to the online course.

- **Training for New Teachers:** Our online courses provide a way for new teachers who join a school to access our PD after initial training has already been delivered to the rest of the staff. Schools can include online course registrations as part of their PD plans. Support for teachers taking online courses can be provided by building-based peer coaches or by KTL trainers via onsite visits or video-conferencing.

- **Hybrid-Online Facilitated Training:** This alternative to live onsite or live virtual training is a good option if a school has limited PD days when the whole staff is available. Contact us to discuss options.

- **Program Review:** Our online courses can be used to review instructional practices and information that was covered in initial training. Contact us to discuss reduced online registration rates for teachers who have already participated in training.

Train-the-Trainer Options

Keys to Literacy offers train-the-trainer (TTT) and train-the-facilitator (TTF) models for districts, teacher training centers, and state education agencies that would like to train teachers using in-house literacy trainers. Using this model, Keys to Literacy trains literacy specialists who become licensed to deliver professional development for the following Keys to Literacy PD programs.

For *The Key Comprehension Routine, The Key Vocabulary Routine, Keys to Content Writing,* and *Keys to Early Writing*:

- In-house literacy specialists become Level I trainers and are licensed to deliver initial teacher training, administrator training, and implementation coaching.
- Initial teacher training uses a blend of face-to-face workshops and our online courses. Use of the online course ensures fidelity of training content for teachers.
- When a school or district uses this model, there is a per-teacher charge that covers the cost of the training book and online registration fee.
- The Train-the-Trainer session for each program is typically 5 days.

Train the Facilitator for *Keys to Beginning Reading*:

- In-house literacy specialists become Certified Facilitators.
- Educators learn course content and instructional practices by completing 11, asynchronous online course modules. The modules are completed following a schedule that includes facilitated live sessions (delivered virtually online or face-to-face onsite). There are 12 hours of facilitated meetings that support the full, 36-hour course.
- During the facilitated sessions, Certified Facilitators provide a collaborative opportunity to debrief activities completed during the online course, share ideas for connecting the course to classroom instruction, and to answer questions about course content.
- When a school or district uses this model, there is a per-teacher charge that covers the cost of the training book and online registration fee.
- The Train-the-Facilitator training includes completion of the online course, participation in the 12 hours of facilitated meetings modeled by a KTL trainer, and an additional 6 hours of Train-the-Facilitator sessions.

Contact us to learn more about our TTT and TTF models and develop a personalized plan for your in-house delivery of Keys to Literacy professional development.

Part 4:

Scheduling Implementation Coaching Days

Keys to Literacy Implementation Coaching

During initial training, teachers learn about the instructional practices in a Keys to Literacy professional development program and have time to consider application to their own teaching.

But initial training is not enough to ensure that teachers actually start using the instructional practices with their students! A teacher's greatest struggle is not in learning a new teaching skill, but in implementing it. Based on decades of research, school-based coaching has a significant impact on changing teachers' practice and ultimately student learning. KTL can include implementation coaching days delivered by our trainers as part of your professional development plan.

The goal of our implementation coaching days is to support building implementation by teachers, administrators, and building-based peer coaches:

- Coaching helps **teachers** start, expand and refine their use of KTL instructional practices.
- Implementation coaching for **administrators** ensures that they are doing everything they can to promote KTL strategies and support teacher use.
- Coaching for people trained as KTL **peer coaches** helps them coach teachers.

The focus of an implementation coaching day should be implementation of the KTL instructional practices presented during initial training. It is not for training new teachers or providing initial training for a different KTL PD program.

KTL's Implementation Coaching Days

The focus of an implementation coaching day will differ depending on when teachers complete their initial training and how far along a building is in the implementation process. The plan for every implementation coaching day is customized and should include the following:

- sessions with teachers
- a session with building administrators and peer coaches
- goal setting for teachers, administrators and peer coaches for the next coaching day

Coaching Sessions for Teachers

KTL organizes the kinds of coaching sessions we do with teachers into three implementation phases: *Initiating, Applying, Sustaining & Synthesis.* Details are provided below. Prior to a coaching visit, the KTL trainer will communicate with administrators to plan a schedule for the day using the scheduling template at the end of this section.

Coaching Sessions for Administrators and Peer Coaches

It is important to devote at least one session (minimum of 20 minutes) during a coaching day for the KTL trainer to meet with building administrators and peer coaches. During this time, the trainer will provide implementation support and develop building goals for the next coaching visit. A school may choose to focus an implementation coaching day on just administrators and peer coaches, including time to conduct walkthroughs with administrators. This option can be built into your annual PD plan.

Options for Teacher Sessions

Implementation Phase One: *Initiating*

Description: Teachers have recently completed initial training and are just beginning to use some of the instructional practices. They may need more direct instruction or review about some of the instructional practices. Administrators and peer coaches may need suggestions for how to kick off school-wide implementation.

On a **first** coaching visit, trainers meet with small groups of teachers and address the following:
- Are the teachers clear about what the instructional practices are?
- Have the teachers started using any of the instructional practices?
- What do the teachers need in order to start or continue using some of the instructional practices?

The KTL trainer will work with building administrators to develop a plan for Phase One implementation coaching that will include small group meetings.

Implementation Phase Two: *Applying*

Description: Teachers are using some instructional practices, but need coaching to improve their lesson planning and use in the classroom.

During Phase Two coaching visits, trainers meet with small groups of teachers addressing the following:
- Which instructional practices from the program are teachers using? Some or all?
- How are students reacting to this instruction?
- What is going well with this instruction, and what is difficult or problematic?
- How can the trainer support greater implementation by teachers?

The KTL trainer will work with building administrators to develop a plan for Phase Two implementation coaching that might include small group meetings, trainer led lesson walkthroughs, guided lesson planning sessions, and lesson observation with debrief sessions.

Implementation Phase Three: *Sustaining & Synthesis*

Description: Teachers are using most or all of the instructional practices on a regular basis and are looking for guidance from a KTL trainer on how to refine use of this instruction.

During Phase Three coaching visits, trainers participate in classroom sessions or meetings with teachers to address the following:
- How can instruction be more effective?
- How can teachers introduce additional instructional practices from the program to students?

The KTL trainer will work with building administrators to develop a plan for Phase Three implementation coaching that might include small group meetings for reflection of practice, demonstration lessons with debrief sessions, trainer led lesson walkthroughs, guided lesson planning sessions, lesson observation with debrief sessions, and co-teach lessons with debrief sessions.

Planning and Scheduling Implementation Coaching Days

Building administrators (with input from building-based peer coaches) should communicate with their assigned trainer at least three weeks prior to a scheduled date to develop a schedule that is organized into blocks of time. Answers to the following logistical questions will help develop a reasonable plan:

- How many teachers do you want to participate during the day(s)? Logistically, can all the teachers who went through initial training participate?
- How many sessions can be scheduled in each day, and how long will each session be?
- Which teachers can be freed up to meet with the trainer during each session? Will this be accomplished through substitute coverage, using existing common planning time, or other?
- If this is a *Phase Three* visit involving classroom sessions, which teachers will volunteer their classrooms?
- When can a session with building administrators and coaches be scheduled?

Use the KTL Scheduling Form

Communicate with the KTL trainer to complete the scheduling form on the next page. Then use it to communicate details to everyone involved. The more specific and organized you can be, the more smoothly the implementation coaching day will run.

Implementation Coaching Day Schedule

Trainer: **Date:**

Keys PD Program: ___Key Comprehension   ___Key Vocabulary   ___Content Writing   ___Early Writing

        ___Keys to Beginning Reading   ___ Other

Every implementation coaching day should include a session with building administrators and peer coaches.

Keep in mind:
- Small group meetings: Plan for 10 minutes of time for each participant, with a max. # of 8 participants.
- A maximum of three *Phase 3 Demonstration* or *Co-Teach* lessons per day, and a debrief must be scheduled for each.

THE SCHEDULE

When/where will trainer meet with administrator(s) and peer coaches?				Time/Place:
Schedule	*Session Focus & What to Bring (Select option A-H)*	*Participants*	*Location*	*Notes (including sub coverage)*
Session 1				
Session 2				
Session 3				
Lunch break for trainer:				
Session 4				
Session 5				
Session 6				
Session 7				

KTL Initial Professional Development Plan
Complete one of these plans for each KTL PD topic and grade range.

KTL PD Topic(s): ___ Comprehension   ___ Vocabulary   ___ Writing   ___ Keys to Beginning Reading   ___ Other:

Participating Building(s) and Grade Ranges:

What are the short- and long-term goals for this PD?

How does this PD align with building/district literacy plans and other initiatives?

What are the expectations for participation by teachers and building administrators?

Year 1 (Initiating): _____ School Year

	Description	Timeframe/Dates
Initial Teacher Training • Who will be trained, how many? • What PD time is available? When? • Will online courses be part of the plan?		
Administrator PD • Will the building administrator(s) be able to attend Teacher Training? • When can admin training be scheduled?		
Implementation Coaching Days by KTL Trainers • How many days are required based on numbers of teachers and budget? • How will teachers be freed up to meet on these days?		
Developing Building-Based Peer Coaches • Who will be trained? • How and when will they attend coach training? • Can coaches be freed up to shadow KTL trainers on Implementation Coaching Days?		

Year 2 (Continuing): _____ School Year

	Description	Timeframe/Dates
Plan for Teachers • How will teachers trained in Year 1 be supported? • Are more Implementation Coaching Days needed? • How will new teachers be trained?		
Plan for Administrators • What support will building administrators need?		
Plan for Peer Coaches • What support will peer coaches need? • Should additional coaches be trained?		

Year 3 (Sustaining): _____ School Year

	Description	Timeframe/Dates
• How will new teachers be trained each year? • How will peer coaches who leave be replaced? • How will the initiative continue if there is a change in building administration? • What kinds of KTL support is needed for long-term implementation?		