



## Keys to Beginning Reading: Hybrid-Online Model

Are you interested in offering a hybrid-online model for providing *Keys to Beginning Reading* training that combines an online course with live facilitated sessions? Contact us to develop a plan that meets the needs of your school!

### Training Options for *Keys to Beginning Reading*

The *Keys to Beginning Reading* course content is designed to be delivered over 36 contact hours of live training or through an online course. Content is organized into 11 modules that range from 1.5 to 7.5 contact hours each. Educators have three options for accessing professional development for *Keys to Beginning Reading*:

- Participate in live training delivered by Keys to Literacy (KTL) Trainers
- Independently complete the asynchronous online course
- Participate in a **hybrid-online facilitated course**, with live facilitation delivered by KTL Trainers

### The Hybrid-Online Model Explained

Educators learn course content by completing the 11 modules in the online course. The course is asynchronous which means users can log in at any time to complete modules. There are 12 hours of live facilitated meetings that support the 36-hour course. The facilitated meetings are delivered in virtual-live format using video conferencing. Participants complete several modules at a time, followed by a facilitated meeting. A customized timeline for teacher completion of modules and facilitation meetings can be developed based on the needs of the school. Graduate credit is available from the University of the Pacific.

During the facilitated sessions, Keys to Literacy trainers 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. Optional, additional implementation coaching is also available.

### Flexible Scheduling Options

We know that time for professional development can be limited! We will work with you to develop a plan that spreads completion of the course over as many weeks or months as needed. You can even start the course in one school year and finish the next school year. The chart on page 2 shows the approximate number of hours for each online module, and the related time for module facilitation.

### Why choose the hybrid-online option?

Teachers can learn beginning reading instruction practices just by taking the asynchronous online course. However, many teachers will be more successful with implementing what they are learning into their teaching if some facilitation is provided. The facilitated sessions hold participants accountable for completing online course modules and offers a forum for processing what they have learned.

In addition, there are several ways that the live facilitated sessions support findings from the research on effective professional development (National Staff Development Council):

- Effective professional development should include coaches who tighten the connection between formal training and teachers' application of instructional practices. During live sessions, trainers help teachers think through how they can apply what they have learned in the online course to their own instruction.
- Professional development is more effective when whole grade levels, schools or departments are involved. The live sessions ensure that teachers will work together to create system-wide improved instruction.
- Teachers learn best by working with their colleagues in professional learning communities, engaging in continuous dialogue to enact more effective instructional practices. The live sessions support teacher collaboration.

**Contact us to learn more:**

Phone: 978-948-8511, Email: [Info@keystoliteracy.com](mailto:Info@keystoliteracy.com)  
[www.keystoliteracy.com](http://www.keystoliteracy.com)



This chart shows the approximate number of hours for each online module and the related time for module facilitation. We will work to develop a professional development schedule that delivers some or all of the course modules.

MODULE		APPROX. ONLINE TIME	FACILITATION SESSION TIME
1	Reading Basics	1.5	1 hr 15 min
2	Oral Language	1.5	
3	Phonological Awareness	3	1 hr 15 min
4	Phonics	7.5	Part 1: 1 hr 15 min Part 2: 1 hr 15 min
5	Fluency	3	1
6	Vocabulary	6	2
7	Sentence Structure	1.5	1
8	Text Structure	1.5	
9	Comprehension	6	2
10	Instruction for Struggling Students	2	1
11	Reading Assessment	2	
TOTAL:		36	12



National Council on  
Teacher Quality

Keys to Literacy professional development was recommended in the National Council on Teacher Quality's *Four Pillars to Reading Success Action Guide*.