

# AIM Pathways to Proficient Reading Course Syllabus

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## AIM PATHWAYS

AIM Pathways is an interactive, digital professional development platform designed to strengthen educators' knowledge and skills in the science of literacy instruction. All of the content is aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Online coursework is accessible at your convenience—24 hours a day, 7 days a week, anywhere there is an internet connection. In order to translate theoretical models into classroom practice, AIM Pathways courses are designed to follow a Learn, Practice, and Apply cycle:

- **Learn** – Participants acquire knowledge by interacting with video lectures, articles, animated videos, and more.
- **Practice** – Participants practice newly acquired knowledge through card-sorting exercises, quizzes, and surveys.
- **Apply** – Participants apply their understanding of the content to real-life simulations and case studies. These in-depth, multi-step classroom scenarios give educators a chance to hone their diagnostic and prescriptive instructional decision-making skills.

The AIM Pathways course platform also includes several downloadable and printable resources for educators to use in classroom planning and instruction, including AIM's Oral Language Talking Deck, sample unit- and lesson-plans, student manipulatives, differentiation and intervention tools, and more. The reference library is easily searchable on all digital devices.

## ORIENTATION

A two-hour orientation session will 1) introduce you to the Pathways to Proficient Reading course in our digital learning platform and 2) give you the opportunity to complete a knowledge inventory to get a baseline of your current knowledge in the science of reading.

## PATHWAYS TO PROFICIENT READING COURSE

*Pathways to Proficient Reading* is designed for educators who are committed to learning about the connection between reading research, theoretical models such as the Simple View of Reading and Scarborough's Reading Rope, and best practices for language and literacy instruction in the classroom. Participants will learn effective instructional practices that will benefit all students, including those with or at risk for language-based learning disabilities. Completion of the online *Pathways to Proficient Reading* course is estimated to take between 35 to 45 hours, depending on the participant's background knowledge in the science of reading.

At the end of this professional development opportunity, you will be able to draw from your

specialized knowledge in the science of reading to increase your students' literacy outcomes through evidence-based diagnostic/prescriptive literacy instruction and intervention. The course will also prepare you for the Center for Effective Reading Instruction's Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) exam and certification. Further, completing all sections of the course earns you a certificate of completion and continuing education units, and demonstrating mastery on the coursework can earn you three graduate credits.

## **COURSE GRADEBOOK**

The *Pathways to Proficient Reading* course has a gradebook where you can view your scores on graded assessments, including end-of-section quizzes and reading assignment quizzes. Your online course grade is used for awarding graduate credits for the Pathways to Proficient Reading course. A certificate of completion and CEUs are not contingent upon the course grade and are awarded to all participants who complete the online course. The gradebook will show your scores for each attempt at a graded quiz, as well as your section grades and your overall course grade. All graded quizzes in each section are averaged together to calculate the section grade. Your overall course grade is an average of your section grades for all of the sections you have completed so far. Grades are displayed in the gradebook as percentages and are rounded to a whole number.

You can improve your grade by retaking any graded quiz; each quiz may be taken a maximum of two times. The highest score of your two attempts will be averaged into your overall grade for that section. Before your second attempt at a quiz, the system will prompt you to review the recommended materials associated with the question(s) you missed. You may wish to hold off on taking a quiz for a second time until after the associated community-of-practice meeting so that you have an opportunity to clarify any misconceptions before your final attempt at a quiz.

## **COMMUNITY-OF-PRACTICE MEETING SERIES**

The 17-section Pathways to Proficient Reading course is accompanied by a series of six synchronous, virtual community-of-practice meetings focused on implementation. An AIM Pathways facilitator supports the community with translating the science of reading into evidence-based instructional practices. You will be provided with a customized pacing guide for completing the course sections and associated community-of-practice sessions.

## **POST-COURSE KNOWLEDGE INVENTORY**

Upon completion of the course, participants take a second knowledge inventory in order to assess their mastery of the course content and their knowledge gains from the pre-course baseline assessment.

## **CERTIFICATE OF COMPLETION AND CONTINUING EDUCATION UNITS**

Participants who complete all 17 sections of the online *Pathways to Proficient Reading* course will receive a certificate of completion and are eligible for 45 continuing education units (CEUs) through Pennsylvania Act 48 or New York CTLE. Participants are eligible for these

credits regardless of their course grade.

## **GRADUATE CREDITS**

AIM Institute for Learning and Research has partnered with Arcadia University to offer three graduate credits for the *Pathways to Proficient Reading* online course. Participants interested in registering for graduate credits with Arcadia must do so at least 30 days prior to the cohort's course end date; please see your cohort's pacing guide for the registration deadline. Graduate credits cannot be applied for after the course is complete. The cost per graduate credit is \$150, for a total cost of \$450 for all three credits.

AIM assigns a grade upon completion of the course according to Arcadia University's Graduate Academic Policies. If you are taking Pathways to Proficient Reading for graduate credit, your grade is comprised of the following components:

- 70% - course grade in the AIM Pathways platform
- 15% - participation in community of practice meetings
- 15% - score on post-course knowledge inventory

Please check with your degree university or school district for their policy on grade requirements for transfer of credit or reimbursement.

## **PATHWAYS TO PROFICIENT READING COURSE OUTLINE**

### **□ Section 1 - Teacher Knowledge Matters**

#### **□ Lesson 1: The Importance of Teacher Knowledge**

Topic 1: Is Teaching Really Rocket Science?

Topic 2: The Evidence for Teacher Knowledge

### **□ Section 2 - Oral Language Provides the Foundation**

#### **□ Lesson 1: The Importance of Language Systems**

Topic 1: What are the Language Systems?

Topic 2: Connections Between Oral and Written Language

Topic 3: Connections to Instruction

### **□ Section 3 - What is Reading Proficiency?**

#### **□ Lesson 1: A Theoretical Model of Reading**

Topic 1: The Simple View and More

Topic 2: Unraveling the Reading Rope

- Lesson 2: The Reading Brain
  - Topic 1: The Brain's Reading Systems
  - Topic 2: Connections to Dyslexia

- **Virtual Community of Practice Session #1**

- **Section 4 - Introduction to Structured Literacy**

- Lesson 1: What We Teach, How We Teach
  - Topic 1: Principles of Structured Literacy

- **Section 5 - Phonological Awareness: Working with the Speech Sound System**

- Lesson 1: A Closer Look at Phonology
  - Topic 1: Phonology and Phonological Processing
  - Topic 2: Features of Phonemes
- Lesson 2: How We Teach Phonological and Phonemic Awareness
  - Topic 1: Phonological Awareness Instruction
  - Topic 2: Phonemic Awareness Instruction

- **Virtual Community of Practice Session #2**

- **Section 6 - Decoding: Diving into Orthography**

- Lesson 1: A Closer Look at Orthography
  - Topic 1: Overlaying Orthographic Knowledge
- Lesson 2: The ABCs of Word Recognition - Decoding
  - Topic 1: Beginning Alphabet Instruction
  - Topic 2: Phonics Instruction
- Lesson 3: How We Teach Phonics
  - Topic 1: Teaching Phonic Decoding

☐ **Section 7 - What We Know About Spelling (Part 1)**

- ☐ Lesson 1: The ABCs of Word Recognition - Encoding

Topic 1: Understanding English Orthography

- ☐ Lesson 2: Phoneme-Grapheme Correspondences - Position & Pattern

Topic 1: Positions and Orthographic Patterns

Topic 2: Irregular Words

☐ **Section 8 - What We Know About Spelling (Part 2)**

- ☐ Lesson 1: Meaning and Word Origin

Topic 1: A Closer Look at Morphology

Topic 2: Word Origin and History - Etymology

☐ **Virtual Community of Practice Session #3**

☐ **Section 9 - Phases of Literacy Development**

- ☐ Lesson 1: Understanding Typical Reading Development

Topic 1: Phases of Reading Development

Topic 2: Spelling Error Analysis

☐ **Section 10 - Reading Fluency Matters**

- ☐ Lesson 1: Fluency is a Bridge

Topic 1: What is Fluency?

Topic 2: How We Teach Fluency

☐ **Section 11 - The Complexity of Comprehension**

- ☐ Lesson 1: What is Comprehension?

Topic 1: Comprehension is Not Just ONE Thing

Topic 2: The Simple View of Reading Difficulties

Topic 3: The Reading Writing Connection

□ **Section 12 - Vocabulary: Working with Word Meaning**

□ Lesson 1: Working with Word Meaning

Topic 1: Semantics and Vocabulary

Topic 2: Vocabulary Acquisition

□ Lesson 2: Intentional On-Purpose Instruction

Topic 1: Choosing Words to Teach

Topic 2: Explicit Vocabulary Routines

□ Lesson 3: Incidental On-Purpose Language Experiences

Topic 1: Indirect Approaches to Instruction

□ Lesson 4: Intentional Independent Word-Learning Strategies

Topic 1: Direct Strategies for Independent Word Learning

□ **Virtual Community of Practice Session #4**

□ **Section 13 - Language Structures: Making Sense of Sentences**

□ Lesson 1: Making Sense of Sentences

Topic 1: Syntax and Sentence Comprehension

Topic 2: How We Teach Sentence Comprehension

□ **Section 14 - Language Structures and Verbal Reasoning: Cohesive Devices**

□ Lesson 1: Cohesion and Coherence

Topic 1: What is Inference - Local Coherence?

Topic 2: Cohesive Devices

Topic 3: How We Teach Cohesive Devices

□ **Section 15 - Background Knowledge and Verbal Reasoning: Making Inferences**

□ Lesson 1: Working with Inferences

Topic 1: What is Inference - Global Coherence?

Topic 2: Activating, Building, and Connecting Background Knowledge

Topic 3: How We Teach Comprehension

## □ Virtual Community of Practice Session #5

### □ Section 16 - Literacy Knowledge and Text Structures

#### □ Lesson 1: What is Literacy Knowledge?

Topic 1: Print Awareness and Text Structures

Topic 2: What is Narrative Text?

Topic 3: What is Expository Text?

### □ Section 17 - Assessment

#### □ Lesson 1: Overview of Assessment

Topic 1: What is Assessment?

Topic 2: Types of Assessment

#### □ Lesson 2: Analyzing and Applying Multiple Data Sources

Topic 1: Response to Intervention and Multi-Tiered Systems of Support

Topic 2: Using Data

#### □ Lesson 3: Using the Data-Driven Decision-Making Process

Topic 1: Using the Data - Now You Try

## □ Virtual Community of Practice Session #6

*A full citation and reference list is available upon request.*

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The *Pathways to Proficient Reading* course on the AIM Pathways platform has received IDA Accreditation as an Independent Teacher Training Program.



**IDA KPS Statement:** The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession.