

# AIM Pathways to LITERACY LEADERSHIP 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 scenarios give educational leaders a chance to hone their diagnostic and prescriptive decision-making skills for instructional programming.

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 Literacy Leadership* 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 LITERACY LEADERSHIP COURSE

*Pathways to Literacy Leadership* is designed for educational leaders 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 that benefit all students. After investigating the essential building blocks that are necessary to implement a structured literacy framework, participants will learn how to create a culture of research-based literacy instruction within their school/district by:

1. setting a strategic organizational vision around student literacy proficiency
2. providing educators with robust training, coaching, and support in classroom implementation of the science of reading
3. procuring curricula, materials, and assessments that align with the science of reading and ensuring they are implemented with fidelity to meet the diverse needs of all students
4. allocating resources (i.e. instructional time in the classroom, teachers' planning time, financial resources, human resources, and technology) in a manner that drives high-quality, evidence-based literacy instruction for all students
5. overseeing the collection and analysis of data to ensure that teachers implement evidence-based instruction with fidelity to meet the diverse needs of all students
6. overseeing the collection and analysis of literacy screening and progress monitoring data to ensure that instruction and intervention drives significant growth in students' reading proficiency through an effective multi-tiered systems of support (MTSS) model

Completion of the online *Pathways to Literacy Leadership* course is estimated to take approximately 30 hours, depending on the participant's background knowledge in the science of reading.

## COURSE GRADEBOOK

The *Pathways to Literacy Leadership* course has a gradebook where you can view your scores on graded assessments, including end-of-section quizzes. A certificate of completion is not contingent upon the course grade, and is 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 10-section *Pathways to Literacy Leadership* course is accompanied by a series of four 1.5-hour 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 10 sections of the online *Pathways to Literacy Leadership* course will receive a certificate of completion and may be eligible for continuing education units (CEUs) through Pennsylvania Act 45.

### **PATHWAYS TO LITERACY LEADERSHIP COURSE OVERVIEW**

- Section 1 – The Importance of Teacher Knowledge
- Section 2 – Oral Language Systems Provide the Foundation for Written Language
- Section 3 – Reading Proficiency & Effective Reading Instruction
- Virtual Community of Practice Meeting #1
  
- Section 4 – Literacy Assessment & Response to Intervention/Multi-Tiered Systems of Support
- Section 5 – Phonological & Phonemic Awareness Instruction
- Virtual Community of Practice Meeting #2

- Section 6 –Orthography, Decoding, & Encoding
- Section 7 – Sight Recognition & Reading Fluency
- Virtual Community of Practice Meeting #3
  
- Section 8 – The Complexity of Comprehension
- Section 9 – Teaching Vocabulary, Sentence Comprehension, Background Knowledge, Inferencing, & Text Structure
- Section 10 – Data-Driven Decision-Making
- Virtual Community of Practice Meeting #4