

# AIM Pathways

## Pathways to Structured Literacy Course Syllabus

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### PATHWAYS STRUCTURED LITERACY COURSE

The AIM *Pathways to Structured Literacy* course is an interactive, online professional development opportunity designed to translate theoretical models of literacy into the evidence-based instructional practices that support students' achievement. Prior to enrolling in this course, participants are required to successfully complete the *Pathways to Proficient Reading* course. Building on the knowledge developed in that course, this online coursework continues to strengthen educators' knowledge and understanding of the science of reading by providing multiple opportunities to apply this knowledge to classroom instruction. The content of the course is Orton-Gillingham based and aligned to the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (KPS).

In addition to the online coursework, there are 4 synchronous, virtual community-of-practice meetings that are moderated by an AIM Pathways facilitator. The focus of these meetings is to ensure fidelity of implementation.

All of the course work and virtual communities of practice meetings are designed to follow a Learn, Practice, and Apply Cycle:

- **Learn** – Participants acquire knowledge by interacting with video lectures, articles, animated videos, while also being mentored by an expert facilitator.
- **Practice** – Participants practice newly acquired knowledge through quick checks, card sorts, and quizzes. Participants practice creating lesson plans and receive feedback from the facilitator.
- **Apply** – Participants apply their understanding of the content to real-life simulations through student snapshots. These in-depth, multi-step classroom scenarios give educators a chance to hone their diagnostic and prescriptive instructional decision-making skills.

As participants learn, practice and apply the research and evidence-based practices, they will learn how to create diagnostic and prescriptive literacy instruction that makes effective use of assessment data in foundational reading and spelling skills. Using the results of these assessments, participants will learn how to create explicit, systematic lessons that simultaneously engage students' auditory, visual, and tactile-kinesthetic learning pathways as they guide students to discover the patterns that govern written English. The coursework is aligned with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading to ensure that the coursework reflects the evidence-based practices for teaching reading and spelling. These research-based instructional approaches are foundational to the content of the course and are appropriate for general education teachers and specialists who want to learn how to provide targeted or intensive reading interventions to students of all ages.

All participants will have access to multiple resource collections that provide downloadable and printable materials that can be used to support planning and instruction in the classroom. These resources include sample lesson-plans, scripts, student manipulatives, differentiation and intervention tools, AIM's Structured Literacy Scope and Sequence, and more. These valuable resources are readily accessible to participants and easily searchable on all digital devices.

Participants enrolling in the *Pathways to Structured Literacy* course have two pathways that will enable them to complete the course. The first pathway requires the completion of the online course content along with the virtual community-of-practice sessions. The second pathway includes completion of the online course content, the virtual-community-of-practice sessions, and a practicum. Upon completion of the second pathway, the participants will be eligible to sit for the KPEERI exam which can lead to certification as a Certified Structured Literacy Teacher.

## **ORIENTATION**

Prior to starting the coursework, an orientation session will introduce the participants to the online platform. Participants will have the opportunity to complete a Pre-Knowledge Inventory which will establish a baseline that can be compared to the Post-Knowledge Inventory completed at the end of the course. These inventories provide one means of monitoring the knowledge gained from taking the course. Additionally, there are end-of-section quizzes to help participants monitor their progress with the content and to help them prepare for the Post-Knowledge Inventory and possible certification exam. Participants will be able to monitor their own progress through the course by viewing the gradebook.

## **COURSE GRADEBOOK**

As a means to monitor progress throughout the course and to prepare for the Post-Knowledge Inventory, there are end-of-section quizzes that are graded. Once participants have completed a quiz, review materials will be recommended if questions are missed and virtual community-of-practice meetings will provide an additional opportunity to clarify any misconceptions. After reviewing the recommended materials, participants have one opportunity to retake the quiz to improve their grade. The highest score of the two attempts will be averaged into the overall grade for that section.

Grades are displayed in the gradebook as percentages and are rounded to a whole number. All participants who complete the online coursework will receive a certificate of completion and will have the opportunity to earn CEUs. Final grades in the course will be calculated as follows:

Final grades in the *Pathways to Structured Literacy* course will be calculated as follows:

- 85% - Course
- 15% - Score on Post-Knowledge Inventory

Final grades in the *Pathways to Structured Literacy* course plus the practicum will be calculated as follows:

- 70% - Course & Practicum
- 20% - Practicum
- 10% - Score on Post-Knowledge Inventory

### **CERTIFICATE OF COMPLETION**

Successful completion of the *Pathways Structured Literacy* course requires satisfactory completion of the:

- requirements of the online course work and virtual community-of-practice sessions
- Post-Knowledge Inventory

Successful completion of the *Pathways Structured Literacy* course with practicum requires satisfactory completion of the:

- requirements for the online course work and virtual community-of-practice sessions
- practicum requirements
- Practicum Assessment
- Post-Knowledge Inventory

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

The 9-section *Pathways to Structured Literacy* course is accompanied by a series of four 1-hour synchronous, virtual community-of-practice meetings focused on implementation. An AIM Pathways facilitator leads these meetings to support the participants as they work to translate the science of reading into evidence-based instructional practices. A customized pacing guide for completing the course sections and associated virtual-community-of-practice sessions will be provided.

Participants who choose to enroll in *Pathways To Structured Literacy Practicum* will have 8 - 10 additional 30-minute coaching conferences with the practicum supervisor to ensure fidelity of implementation.

### **POST-COURSE KNOWLEDGE INVENTORY**

Upon completion of the course, participants take the Post-Knowledge Inventory to assess mastery of the course content and knowledge gains from the Pre-Knowledge Inventory baseline assessment.

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

Participants who complete all 9 sections of the online *Pathways to Structured Literacy* course will receive a certificate of completion and are eligible for continuing education units.

## **PATHWAYS TO STRUCTURED LITERACY COURSE OUTLINE**

### **Pre-Knowledge Inventory**

### **Section 1 - Understanding Reading Development**

- Lesson 1: Reading and the Brain
- Lesson 2: Characteristics of Skilled Reading and Reading Difficulties
  - Topic 1: Skilled Reading
  - Topic 2: Reading Difficulties
- Lesson 3: Phases of Typical Reading Development

### **Section 2 - An Overview of Structured Literacy**

- Lesson 1: The Principles of Effective Literacy Instruction
- Lesson 2: Introduction to the Structured Literacy Lesson
- Lesson 3: The Importance of Diagnostic, Prescriptive Instruction

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

### **Section 3 - Understanding Pre- and Emergent Literacy Skills**

- Lesson 1: Early Language Development and Phonological Processing
- Lesson 2: Teaching About Speech Sounds
- Lesson 3: Teaching Print Concepts, Alphabet Knowledge, and the Alphabetic Principle
- Lesson 4: Assessing Emerging Literacy Skills

### **Section 4 - Teaching Phoneme-Grapheme Correspondences**

- Lesson 1: Phoneme-Grapheme Correspondences

### **Section 5 - Teaching Syllables and Syllable Division Patterns**

- Lesson 1: Syllable Types
- Lesson 2: Syllable Division Patterns

- Virtual Community-of-Practice:** Session 2 & Optional Practicum Begins
  
- Section 6 - The Structured Literacy Lesson Plan - Components for Review**
  - Lesson 1: Part 1 Symbol-to-Sound Correspondence (Decoding)
  - Lesson 2: Part 2 Sound-to-Symbol Correspondence (Oral and Written Spelling)
  
- Section 7 - The Structured Literacy Lesson Plan - Components for New Learning & Application**
  - Lesson 3: Part 3 New Learning (Explicit Instruction through Guided Discovery)
  - Lesson 4: Part 4 Oral Reading of Connected Text
  
- Virtual Community-of-Practice:** Session 3
  
- Section 8 - Teaching Reading and Spelling Generalizations**
  - Lesson 1: Reading and Spelling Generalizations
  
- Section 9 - Teaching Morphology**
  - Lesson 1: Morphology
  
- Virtual Community-of-Practice:** Session 4
  
- Post-Knowledge Inventory**

## **PRACTICUM REQUIREMENTS**

The practicum will begin after the participant finishes the content in Section 5. Participants will continue working with their virtual community-of-practice facilitator for the remaining sections, but during Section 6, a practicum supervisor, will begin to work with the participants to help support them as they work to complete the practicum requirements. To ensure that each participant receives the individualized coaching needed to be a successful Structured Literacy instructor, enrollment in the practicum will be limited.

Participants who choose to enroll in *Pathways To Structured Literacy Practicum* will have the opportunity to work with a student or small group of students to practice applying the research and evidence-based instructional practices while working under the guidance of a certified trainer. The practicum provides additional opportunities for the participants to

develop their skills. These opportunities include:

### **Practicum: Coursework**

- Orientation
- Pathways to Structured Literacy coursework
- Pre- and Post-Knowledge inventories
- Additional readings and participation on discussion boards
- Practicum Assessment

### **Practicum: Instruction with Student**

- 1 Student (Maximum of 1 Student Change Due to Attrition); will consider small groups with permission from practicum supervisor
- Minimum of two sessions per week
- Minimum of 50 student intervention sessions
- Minimum of 14 Weeks of student contact
- Minimum of 45 Minutes per intervention session
- Pre- and post-assessment sessions
- 5 Formal Observations (Candidates must have 3 formal observations that meet the proficiency requirements)
- Submission of lesson plans and student work

### **Practicum: Work with Supervisor**

- 8-10 sessions of 30-minute implementation meetings with practicum supervisor to ensure fidelity of implementation
- Required & optional consultative session during established office hours
- Lesson implementation video submissions & establishing instructional goals
- Meet the requirements established on the IDA Summative Practicum Evaluation Rubric
- Maintain a digital Practicum Portfolio

#### **PART A: Pre-Instruction**

- Student Demographics
- Record Review
- Pre-Assessment - Results to Guide Instruction
- Instructional Goals - Developed in Response to Pre-Assessment and Record Review
- Proposed Scope and Sequence of Instruction with Rationale
- Proposed Progress Monitoring Plan (Measures, Frequency, Decision Rules)

#### **Part B: During Instruction**

- Lesson Plans with Student Artifacts and Candidate Reflections
- Formal Lesson Observations Completed by Supervisor with Candidate Reflection/Response
- Completed IDA Practicum Evaluation Rubric

#### **Part C: Post-Instruction**

- Post-Assessment Results
- Statement/Discussion of Impact
- Proposed Recommended Next Steps with Rationale

To successfully complete the *Pathways To Structured Literacy Practicum*, participants will need to complete the requirements for the online course work, the virtual community-of-practice sessions, and the practicum. Depending on the participant’s background knowledge in Structured Literacy, completion of the online *Pathways to Structured Literacy* coursework is estimated to take approximately 25 hours, the four-virtual-communities-of-practice requires four hours, and the practicum requires an additional 60 hours. Ensuring that participants demonstrate the required competency at the end of the practicum will be a priority and the supervisor may extend the practicum if necessary.

Course Instructor Name: Helen Mannion [HMannion@AIMPA.org](mailto:HMannion@AIMPA.org)

Practicum course cap: 25 participants

Course calendar: to be provided

## ASSIGNED READINGS

Course Section	Assigned Readings	IDA KPS*	How Facilitator Monitors Participant’s Understanding
1	Birsh, J.R. (2018). Connecting Research and Practice. In J. R. Birsh & S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 15-21)</i> , Brookes Publishing.	1, 2, 4	Reading assignment quiz, facilitated discussion during virtual- community-of-practice session, application of reading research knowledge in student snapshot responses, quiz on understanding word-reading development
2	Farrel, M., & Cushen White, N. (2018). Structured Literacy Instruction. In J. R. Birsh & S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 35-49)</i> , Brookes Publishing.  Birsh, J.R., Schedler, J., & Anderson Singer, R. (2018) Designing the Learning Environment and Planning Multisensory Structured Literacy Lessons. In J. R. Birsh & S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 689 - 692)</i> , Brookes Publishing.	4	Structured Literacy instruction student simulation, card sort with corrective feedback on identifying the Structured Literacy classroom practice, card sort with corrective feedback on identifying the Structured Literacy lesson plan routines, facilitated discussion during virtual-community-of- practice session, quiz on Structured Literacy instruction
3	Robinson, E., DeVito, C., & Trabucco, G. (2018) Pre-kindergarten literacy. In J. R. Birsh & S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 152-155)</i> , Brookes Publishing.  Allen, K.A., & Neuhaus, G.F. (2018) Alphabet knowledge. In J. R. Birsh & S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 171-179)</i> , Brookes Publishing.	1, 2, 4	Quick check: Pre- and Emergent Literacy Skills quiz, application of pre- and emergent literacy skills knowledge in student snapshot responses, facilitated discussion during virtual-community-of-practice session, application of assessing literacy skills knowledge in student snapshot responses, quiz on understanding pre- and emergent literacy skills
4	Carreker, S. (2018) Teaching reading. In J. R. Birsh & S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 345-352)</i> , Brookes Publishing.	1, 4	Application of phoneme grapheme correspondences knowledge in student snapshot responses, facilitated discussion during virtual-community-of- practice session, quiz on teaching phoneme-grapheme correspondences

6	<p>Carreker, S. (2018) Teaching reading. In J. R. Birsch &amp; S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 338-345)</i>, Brookes Publishing.</p> <p>Carreker, S. (2018) Teaching spelling. In J. R. Birsch &amp; S. Carreker (Eds.) <i>Multisensory teaching of basic language skills (4th ed., pp. 398-400)</i>, Brookes Publishing.</p>	1, 4	<p>Card sort with corrective feedback on symbol-to-sound correspondences, application of symbol-to-sound knowledge in student snapshot responses, card sort with corrective feedback on sound-to-symbol correspondences, application of sound-to-symbol knowledge in student snapshot responses, quiz on the structured literacy lesson plan, facilitated discussion during virtual-community-of-practice session, application of symbol-to-sound correspondences knowledge and sound-to-symbol instructional knowledge in creating, delivering, and submitting a lesson plan</p>
9	Henry, M. K. (2017). Morphemes matter: a framework for instruction. <i>Perspectives on language and literacy</i> , 43(2), 23-26.	1, 4	Facilitated discussion during virtual-community-of-practice session, quiz on morphology
<b>Practicum Readings</b>			
Shaywitz, S. (2003). <i>Overcoming dyslexia: A new and complete science-based program for reading problems at any level</i> (2nd ed.). Vintage Books.		1, 2, 4	Facilitated discussion during practicum implementation meetings, guided discussion board responses to prompts and peers
Henry, M. (2010) <i>Unlocking literacy: Effective decoding and spelling instruction</i> (2nd ed.). Brookes Publishing.			
Moats, L. & Dakin, K. E. (2007). <i>Basic facts about dyslexia and other reading problems</i> . International Dyslexia Association.			

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

\*The *Pathways to Structured Literacy* course on the AIM Pathways platform is aligned with the The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading.



**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 4 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. The content of the Pathways to Structured Literacy course is aligned to these Knowledge and Practice Standards for Teachers of Reading (KPS). To learn more about the Knowledge practice standards, a copy of the KPS can be found [here](#).