

# 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. Course 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 a variety of downloadable and printable resources for educators to use in classroom planning and instruction, including student checklists and rubrics, systematic scope-and-sequences, instructional scripts, student manipulatives, sample lesson plans, differentiation and intervention tools, and more. These valuable resources are readily accessible to participants and easily searchable on all digital devices.

## 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 linguistically diverse populations and those with or at risk for language-based learning disabilities. Completion of the online *Pathways to Proficient Reading* course is estimated to take approximately 45 hours, depending on the participant's background knowledge in the science of reading. At the end of this professional development opportunity, participants will be able to draw from their specialized knowledge in the science of reading to increase their students' literacy outcomes through evidence-based diagnostic, prescriptive literacy instruction and intervention. The course will also prepare participants for the Center for Effective Reading Instruction's Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) exam and certification.

## COURSE INTRODUCTION & PRE-COURSE KNOWLEDGE INVENTORY

Participants will log into the AIM Pathways platform at [aimpathwaysonline.org](http://aimpathwaysonline.org). (If this is your first AIM Pathways course, you will receive an email from [admin@aimpathwaysonline.org](mailto:admin@aimpathwaysonline.org) with your username and instructions for setting up your password.) The introductory section of *Pathways to Proficient Reading* will 1) introduce participants to the digital course and 2) give participants the opportunity to complete a pre-course knowledge inventory to establish a baseline of current content knowledge. When participants take the knowledge inventory, they should refrain from consulting any resources. The score is confidential and is intended to provide one means of monitoring the knowledge gained from taking the course.

## **COURSE GRADEBOOK**

The *Pathways to Proficient Reading* course has a gradebook where participants can view their scores on graded assessments, including end-of-section quizzes and reading assignment quizzes. Grades are displayed as percentages rounded to a whole number. The gradebook will show scores for each attempt at a graded quiz, as well as section grades and the overall course grade. All graded quizzes in each section are averaged together to calculate the section grade. The overall course grade is an average of the participant's section grades for all of the sections they have completed so far. The final course grade is the average of all section grades.

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

## **VIRTUAL COMMUNITY-OF-PRACTICE MEETINGS**

The 17-section *Pathways to Proficient Reading* course is accompanied by a series of six 1-hour synchronous, virtual community-of-practice meetings focused on implementation. An AIM Pathways Facilitator supports the community with translating the course content knowledge into evidence-based instructional practices. Participants will be provided a customized pacing guide for completing the course sections and attending the community-of-practice meetings.

## **COURSE CONCLUSION & POST-COURSE KNOWLEDGE INVENTORY**

Upon completion of *Pathways to Proficient Reading*, participants will take a second knowledge inventory in order to assess their mastery of the content and their knowledge gains from the pre-course baseline assessment. This inventory is completed independently within the concluding section of the digital course. Participants are encouraged to use their note-taking guides during the post-course knowledge inventory, which is designed to take approximately 60 minutes. Participants are allowed to use as much time as they need, although it must be taken in one single sitting.

## **CERTIFICATE OF COMPLETION**

Once a participant completes all sections of the course with an overall grade of at least 60%, the Course Record page (accessible via the Participant Dashboard) will display a certificate of completion. The certificate will indicate proficiency from 60%-79%, and high-proficiency for 80% or higher. If, after completing the course, you retake any graded quizzes and score higher on your second attempt than your first, the system will immediately update your overall course grade and certificate of completion. You must review recommended materials prior to taking your second and final attempt on a graded quiz, and you are encouraged to ask your facilitator any outstanding questions at community-of-practice meetings and weekly office hours.

## **CONTINUING EDUCATION UNITS**

AIM Institute for Learning and Research is an approved provider of continuing education units in a growing list of states (please see our website for an up-to-date list). Educators in those states who are interested in receiving 45 hours' worth of credit for *Pathways to Proficient Reading* will be provided instructions for applying upon completion of the course.

## **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 who choose to earn graduate credits will be able to register directly with Arcadia University 15 to 30 days prior to the cohort's term-end date. The enrollment process and per-credit costs are outlined at Arcadia's School of Education website (<https://www.arcadia.edu/school-education/community-and-partners>).

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, the grade on your official transcript 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.

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

Pre-Course Knowledge Inventory

Section 1 – Teacher Knowledge Matters

*Approximately 2+ hours*

- 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 *Approximately 2+ hours*
  - 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? *Approximately 3+ hours*
  - 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 Meeting #1
  
- Section 4 – Introduction to Structured Literacy *Approximately 1+ hours*
  - Lesson 1: What We Teach, How We Teach
    - Topic 1: Principles of Structured Literacy
  
- Section 5 – Phonological Awareness: *Approximately 4+ hours*
  - 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 Meeting #2
  
- Section 6 – Decoding: Diving into Orthography *Approximately 5+ hours*
  - 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) *Approximately 3+ hours*
  - 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)

*Approximately 2+ hours*

- Lesson 1: Meaning and Word Origin
  - Topic 1: A Closer Look at Morphology
  - Topic 2: Word Origin and History - Etymology

□ Virtual Community-of-Practice Meeting #3

□ Section 9 – Phases of Literacy Development

*Approximately 1+ hours*

- Lesson 1: Understanding Typical Reading Development
  - Topic 1: Phases of Reading Development
  - Topic 2: Spelling Error Analysis

□ Section 10 – Reading Fluency Matters

*Approximately 2+ hours*

- Lesson 1: Fluency is a Bridge
  - Topic 1: What is Fluency?
  - Topic 2: How We Teach Fluency

□ Section 11 – The Complexity of Comprehension

*Approximately 3+ hours*

- 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

*Approximately 4+ hours*

- 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 Meeting #4

- Section 13 – Language Structures: Making Sense of Sentences *Approximately 2+ hours*
  - 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 *Approximately 3+ hours*
  - 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 *Approximately 2+ hours*
  - 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 Meeting #5
  
- Section 16 – Literacy Knowledge and Text Structures *Approximately 3+ hours*
  - 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 *Approximately 3+ hours*
  - 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 Invention 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 Meeting #6
  
- Post-Course Knowledge Inventory

*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 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).