

AIM Pathways to Proficient Writing Course Syllabus

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 WRITING COURSE

Pathways to Proficient Writing is designed for educators that are committed to learning about the connection between writing research, theoretical models such as the Not-So-Simple View of Writing and The Writing Cycle, and best practices for writing instruction in the classroom. Participants will learn effective assessment and instructional practices that will benefit all K-5 students, linguistically diverse populations, and those with or at risk for language-based learning disabilities. Completion of the *Pathways to Proficient Writing* course is estimated to take approximately 24 hours. At the end of this professional development opportunity, participants will be able to draw from their specialized knowledge of the processes and skills that comprise writing (including planning and organizing ideas; translating ideas; using transcription skills; and reviewing, revising and editing) to increase students' writing proficiency.

COURSE INTRODUCTION & PRE-COURSE KNOWLEDGE INVENTORY

Participants will log into the AIM Pathways platform at aimpathwaysonline.org. (If this is your first AIM Pathways course, you will receive an email from admin@aimpathwaysonline.org with

your username and instructions for setting up your password.) The introductory section of *Pathways to Proficient Writing* 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. Please set aside two uninterrupted hours to complete the course introduction and knowledge inventory by the assigned date. Email your facilitator for technical support if needed.

COURSE GRADEBOOK

The *Pathways to Proficient Writing* course has a gradebook where participants can view their scores on graded assessments, including end-of-section quizzes and file submission assignments. 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 10-section *Pathways to Proficient Writing* course is accompanied by a series of four 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 Writing*, 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 by the date indicated on the pacing guide.

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 24 hours' worth of credit for *Pathways to Proficient Writing* will be provided instructions for applying upon completion of the course.

PATHWAYS TO PROFICIENT WRITING COURSE OUTLINE

- Pre-Course Knowledge Inventory

- Section 1 – Why Does Writing Matter?
 - Lesson 1: Teacher Knowledge
 - Lesson 2: Student Knowledge: Expectations and Challenges

- Section 2 – Oral Language Systems Provide the Foundation
 - Lesson 1: The Oral and Written Language Systems
 - Lesson 2: Developing Oral Language in the Writing Classroom

- Section 3 – Factors Influencing Writing Development
 - Lesson 1: Cognitive Factors Influencing Skilled Writing
 - Lesson 2: Instructional Factors Influencing Skilled Writing

- Virtual Community-of-Practice Meeting #1

- Section 4 – What is Writing Proficiency?
 - Lesson 1: Theoretical Models of Writing
 - Lesson 2: The Linguistic Components of Skilled Writing
 - Lesson 3: The Framework for Writing Instruction

- Section 5 – Assessing Writing
 - Lesson 1: Types of Writing Assessment
 - Lesson 2: A Closer Look at Assessment for Learning

- Virtual Community-of-Practice Meeting #2

- Section 6 – Use Transcription Skills: Handwriting, Keyboarding, and Spelling
 - Lesson 1: Handwriting & Keyboarding
 - Lesson 2: Spelling

- Section 7 – Translate Ideas: Word and Sentence Level
 - Lesson 1: Translation: Grammar
 - Lesson 2: Translation: Vocabulary

- Virtual Community-of-Practice Meeting #3

- Section 8 – Translate Ideas: Paragraph Level
 - Lesson 1: Planning, Generating Ideas, & Organizing
 - Lesson 2: Reviewing, Revising, & Editing

- Section 9 – Genre Specific Writing
 - Lesson 1: Genre Specific Composition: Narrative
 - Lesson 2: Genre Specific Composition: Expository
 - Lesson 3: Genre Specific Composition: Argument

- Section 10 – Diagnostic, Prescriptive Writing Instruction
 - Lesson 1: Using Writing Data within Response to Intervention
 - Lesson 2: Analyzing and Applying Multiple Data Sources

- Virtual Community-of-Practice Meeting #4

- Post-Course Knowledge Inventory

A full citation and reference list is available upon request.