AIM Pathways is a professional development opportunity designed to strengthen your knowledge and skills in the science of reading instruction. All of the content, including online coursework and a series of community-of-practice meetings focused on implementation, is aligned to the International Dyslexia Association’s Knowledge and Practice Standards for Teachers 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 three graduate credits from Arcadia University.

**Cleveland Cohort**  
*Agenda Attached*

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Day</th>
<th>Due Date</th>
<th>Time</th>
<th>Course Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Opens</td>
<td>Thursday</td>
<td>September 1, 2022</td>
<td>8:00 am CT</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-knowledge inventory (PKI) due</td>
<td>Friday</td>
<td>September 2, 2022</td>
<td>5:00 pm CT</td>
<td>Course Overview &amp; PKI</td>
</tr>
</tbody>
</table>
| Asynchronous work begins                               | Monday         | September 12, 2022 | due before 11:59 pm CT | Optional Section 1  
Begin sections 2 - 8 |
| VCoP #1- IDA K & P Standards                           | Tuesday        | September 13, 2022 | 3:30 - 4:30 pm CT  |                                          |
| Asynchronous sections                                  | Tuesday        | November 15, 2022 | due before 11:59 pm CT | Continue work on sessions 2 - 8 |
| In-person learning sections review and application of sections 2 - 8 | Wednesday | November 16, 2022 | 8:30 am - 4:00 pm CT* | Held in Cleveland, MS |
| Asynchronous sections                                  | Monday         | February 6, 2023 | due before 11:59 pm CT | 9-10                                      |
| VCoP #2 - Reading Fluency Classroom Application        | Tuesday        | February 7, 2023 | 3:30 - 4:30 pm CT  |                                          |
| Asynchronous sections                                  | Friday         | March 31, 2023   | due before 11:59 pm CT | 11-13, 15-17 (Sec. 14 optional) |
| In-person learning sections 10 - 17 (Section 14 optional) | Wednesday | April 12, 2023   | 8:30 am - 4:00 pm CT* | Held in Cleveland, MS |
| Post-knowledge inventory                               | Wednesday      | April 12, 2023   | at the end of the session | All sections of the course |
Mississippi Educators Outline of Learning
Participants must complete the following sections asynchronously prior to meeting in person the week of November 14, 2022.

In Person Training, November 16, 2022, Cleveland Cohort

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Welcome and Introductions</td>
<td>8:30 am - 9:00 am CT</td>
</tr>
<tr>
<td>Review of Section 2</td>
<td>Oral language provides a critical foundation</td>
<td>9:00 am - 10:00 am CT</td>
</tr>
<tr>
<td></td>
<td>• Small group activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Collaborate to define your assigned language system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Name observable behaviors of a student that may have deficits within that language system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Identify 1-2 high-leverage activities for building oral language skills within your assigned language domain, using AIM’s Oral Language Talking Deck as a resource and describe:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ the activity and its purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ how/when teachers can implement the activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ any differentiation or modifications you can envision for specific grades or content areas</td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td>10:00 am - 10:15 am CT</td>
</tr>
<tr>
<td>Tier I Instruction Section 4</td>
<td>Participants will discover Tier I instructional techniques and classroom activities for all readers</td>
<td>10:15 am - 10:45 am CT</td>
</tr>
<tr>
<td>Phonology</td>
<td>See below</td>
<td>10:45 am -</td>
</tr>
<tr>
<td>Section 5</td>
<td>11:45 am CT</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>11:45 am - 1:00 pm CT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonology, Section 5 (continued)</th>
<th>1:00 pm - 2:00 pm CT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on your strengths in teaching PA</td>
<td></td>
</tr>
<tr>
<td>Work through the diagnostic, prescriptive approach to PA</td>
<td></td>
</tr>
<tr>
<td>○ Assess reader and analyze data</td>
<td></td>
</tr>
<tr>
<td>○ Set SMART goals and plan for instruction</td>
<td></td>
</tr>
<tr>
<td>○ Write a sample lesson/practice activities</td>
<td></td>
</tr>
<tr>
<td>○ Evaluate progress and response to instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Break</th>
<th>2:00 pm - 2:15 pm CT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phonics and Word Recognition Sections 6-8</th>
<th>2:15 pm - 4:00 pm CT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on your strengths in teaching Phonics</td>
<td></td>
</tr>
<tr>
<td>● Work through the diagnostic, prescriptive approach to Phonics</td>
<td></td>
</tr>
<tr>
<td>○ Assess reader and analyze data</td>
<td></td>
</tr>
<tr>
<td>○ Set SMART goals and plan for instruction</td>
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<tr>
<td>○ Write a sample lesson/practice activities</td>
<td></td>
</tr>
<tr>
<td>○ Evaluate progress and response to instruction</td>
<td></td>
</tr>
</tbody>
</table>
Mississippi Educators Outline of Learning

Participants must complete the following sections asynchronously prior to meeting in person the week of April 10, 2023. **YOU MUST PRINT AND BRING CERTIFICATE OF COMPLETION FOR ALL ASYNCHRONOUS WORK TO THE IN-PERSON TRAINING. (Sections 1 and 14 are optional)**

In Person Training, April 12, 2023, Cleveland Cohort

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Welcome back activity</td>
<td>8:30 am - 9:00 am CT</td>
</tr>
<tr>
<td>Review of Sections 12-13 Comprehension</td>
<td>Vocabulary &amp; Sentence Comprehension Application Reflect on your strengths</td>
<td>9:00 am - 10:00 am CT</td>
</tr>
<tr>
<td></td>
<td>Work through the diagnostic, prescriptive approach to vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Assess reader and analyze data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Set SMART goals and plan for instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Write a sample lesson/practice activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Evaluate progress and response to instruction</td>
<td></td>
</tr>
<tr>
<td>Review of Sections 15-16 Comprehension</td>
<td>Rigorous Text / Comprehension Application Reflect on your strengths</td>
<td>10:00 am - 10:15 am CT</td>
</tr>
<tr>
<td></td>
<td>Work through the diagnostic, prescriptive approach to background knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(including knowledge of genre/text)</td>
<td></td>
</tr>
<tr>
<td>(Background knowledge &amp; Text Structures)</td>
<td>structure)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
</tbody>
</table>
| o Assess reader and analyze data       | o Set SMART goals and plan for instruction | o Write a sample lesson/practice activities  
| o Evaluate progress and response to instruction |  |
| Lunch | Lunch | 11:45 am - 1:00 pm CT |
| Assessment Section 17 | Identify the assessments available to you that align to the Quick Guide for Reading Assessment within each domain | 1:00 pm - 2:30 pm CT |
| | Reflect on the decision making process that follows assessment |  |
| | Engage in small group discussions regarding assessment, differentiation, and materials for students that need additional support in each literacy domain |  |
| Break | Break | 2:30 pm - 2:45 pm CT |
| MTSS and Intervention Section 17 | Case study: Whole class data review, identifying those who need tier 2 and 3 support, plan to collaborate, how to support in the Tier 1 classroom | 2:45 pm - 3:15 pm CT |
| Post-Knowledge | Take post-knowledge inventory | 3:15 pm - 4:00 pm CT |