

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 *Pathways to Proficient Writing* is estimated to take approximately 30 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. (If this is your first AIM Pathways course, you will receive an email from pathwaysupport@aimpa.org with directions.) The introductory section of *Pathways to Proficient Writing* will 1) introduce participants to the digital platform 2) provide an Orientation to course content and requirements and 3) require completion of 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. Please set aside two uninterrupted hours to complete the course introduction and knowledge inventory by the assigned date. Email your pathwaysupport@aimpa.org for technical support if needed.

COURSE GRADES

The *Pathways to Proficient Writing* course includes graded assessments, including end-of-section quizzes and file submission uploads. Grades are displayed as percentages. Each section grade is displayed within each section on the Course Content home screen. The overall course grade is an average of the participant's section grades, displayed within the participant's transcript once the course is completed.

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 request a brief appointment to speak with the facilitator 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. The meetings are mandatory, however, in case of an unexpected conflict you are permitted one excused absence. In order to be excused, you must email your facilitator prior to the meeting to explain your absence and make arrangements to watch the archived recording.

COURSE CONCLUSION & POST-COURSE KNOWLEDGE INVENTORY

Upon completion of *Pathways to Proficient Writing*, participants will take a second post-course 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 and the post-course knowledge inventory with an overall grade of at least 60%, a certificate of completion becomes available under “Transcripts.” 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. Remember, 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 or request a brief meeting via email.

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 30 credit hours for *Pathways to Proficient Writing* 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 Writing* online course. Registration for graduate credits will be available based on Arcadia's term schedule and the month in which your post-knowledge inventory is due. For example, a cohort whose post-knowledge inventory is due on June 2 is a Summer registration. . 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 Writing* 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 WRITING COURSE OUTLINE

- Pre-Course Knowledge Inventory

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

- Section 2 – Oral Language Systems Provide the Foundation
 - Lesson 1: The Oral and Written Language Systems *Approximately 1.5+ hours*
 - Lesson 2: Developing Oral Language in the Writing Classroom *Approximately 1+ hours*

- Section 3 – Factors Influencing Writing Development
 - Lesson 1: Cognitive Factors Influencing Skilled Writing *Approximately 2+ hours*
 - Lesson 2: Instructional Factors Influencing Skilled Writing *Approximately 1.5+ hours*

- Virtual Community-of-Practice Meeting #1

- Section 4 – What is Writing Proficiency?
 - Lesson 1: Theoretical Models of Writing *Approximately .5+ hours*
 - Lesson 2: The Linguistic Components of Skilled Writing *Approximately .5+ hours*
 - Lesson 3: The Framework for Writing Instruction *Approximately .5+ hours*

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

- Virtual Community-of-Practice Meeting #2

- Section 6 – Use Transcription Skills: Handwriting, Keyboarding, and Spelling
 - Lesson 1: Handwriting & Keyboarding *Approximately 1.5+ hours*
 - Lesson 2: Spelling *Approximately 2+ hours*

- Section 7 – Translate Ideas: Word and Sentence Level
 - Lesson 1: Translation: Grammar *Approximately 1.5+ hours*
 - Lesson 2: Translation: Vocabulary *Approximately 1.5+ hours*

- Virtual Community-of-Practice Meeting #3

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

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

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

- Virtual Community-of-Practice Meeting #4

- Post-Course Knowledge Inventory

A full citation and reference list is available upon request.