

AIM Pathways to Structured Literacy Practicum 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. 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.

STRUCTURED LITERACY PRACTICUM REQUIREMENTS

Practicum cohorts are offered once a year from September 1st to May 31st. Participants who choose to enroll in the *Structured Literacy Practicum* will have the opportunity to work with a student to practice applying the research and evidence-based instructional practices while working under the guidance of a certified trainer. Depending on the participant's background knowledge in Structured Literacy, completion of the *Structured Literacy Practicum* requires 60 hours. Ensuring that participants demonstrate the required competency at the end of the practicum will be a priority and the Practicum Supervisor may extend the practicum (see extension policy below).

Prerequisites/Eligibility

Participants must:

- successfully complete *AIM Pathways to Structured Literacy* course within the last five years with a score of **85% or higher in both the post-KI and overall course grades**
- sign a commitment pledge
- purchase *Practitioner Guides* Vol. 1 and 2 <https://institute.aimpa.org/aim-pathways/pslguides>



Mandatory Meetings

Participants must:

- attend the synchronous orientation meeting
- attend three synchronous implementation meetings

In the instance of an unexpected circumstance, one excused absence will be permitted with a required makeup assignment. Additional missed meetings will result in dismissal from the Practicum.

Instructional Requirements

Participants must:

- work with one student in a one-to-one setting
- meet with their student a minimum of three times per week, for 45 minutes, over a minimum of 24 weeks
- create and deliver a minimum of 50 lessons using the scope and sequence, instructional principles, and content taught in the *Pathways to Structured Literacy* course
- maintain a Google folder with up-to-date lesson logs and lesson plans that is accessible to the Practicum Facilitator, as well as a binder to hold student-written work papers.

Practicum Assignments

Practicum participants must complete seven assignments.

Assignment 1: Student Choice

Student selection is critical to the success of the practicum. When evaluating a potential student look for the following criteria:

- struggling reader (ORF score below 40 percentile)
- student in grades 2-4 is ideal
- fluent English speaker
- IQ 80+
- motivated student with minimal behavioral challenges
- student with average handwriting fluency/stamina
- student is available to actively participate and attend to learning in a 45 min. 1-1 tutoring session at least three times per week

Assignment 2: Creating a Student Profile

Once a student has been approved by the Practicum Facilitator, participants will create a student learning profile consisting of the following documents:

- Practicum Student Consent Form*
- New Student Records Review*
- AIM Informal Diagnostic Reading Assessment*
- Non-phonetic Word List Assessment*
- AIM Priority Scope and Sequence*
- AIM Characteristics of Dyslexia Checklist*



Assignment 3: Developing the First Lesson Plan

After the student profile with all the required documentation has been approved by the Practicum Facilitator, participants will begin planning their first lesson plan. Once the draft is complete, participants will schedule a meeting with their Practicum Facilitator to review their first lesson plan and outline future new learning objectives based on the data collected.

Assignments 4-6: Observations

All practicum participants are required to complete three observations submitted via video recording. Each observation must demonstrate proficiency in the planning and delivery of a lesson that covers one of the following three foundational skills:

- Syllable type or syllable division pattern
- Spelling concept
- Morphology

Make-up Observations: The cost of the Practicum includes one makeup observation. If an observation does not meet proficiency standards, an additional makeup observation can be purchased for \$300. The additional observation includes a 30-minute, 1-1 coaching session to address areas not meeting proficiency standards in preparation for the next observation.

Assignment 7: Final Closing Documentation

The focus of the final lesson is to readminister the *AIM Informal Reading Assessment* as a post-assessment to document student growth. The following closing documents must be submitted after the practicum:

- AIM Informal Diagnostic Reading Assessment*
- Next Steps Form*
- Reflection on Instructional Impact*

EXTENSION POLICY

Extensions are available to participants who have completed $\frac{2}{3}$ of the practicum work. This means **two of the three observations have been completed with proficiency** and **75% of the 50 required lessons are completed**. The fee for a 4-week extension is \$300. Participants must apply for the extension in writing by May 1. **No other extensions will be granted.**

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 credit for the *Structured Literacy Practicum* can earn 60 hours upon completion.

GRADUATE CREDITS

AIM Institute for Learning and Research has partnered with Arcadia University to offer three graduate credits for the *Pathways to Structured Literacy* online course **and** three graduate credits for the *Structured Literacy Practicum*. Participants who choose to earn graduate credits for the Course and/or Practicum will be able to register directly with Arcadia. 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>).

CERTIFICATION

The *Pathways to Structured Literacy* and the *Structured Literacy Practicum* courses on the AIM Pathways platform are aligned with The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading*. This alignment with the Knowledge and Practice Standards for Teachers of Reading means course content and teaching is provided in a manner that graduates can apply the principles and practices of Structured Literacy to support students. Completion of these AIM Pathways courses with the Virtual Communities of Practice prepares participants to take the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI). **Individuals who complete the Pathways to Structured Literacy course, in addition to the Practicum, are eligible to apply for Structured Literacy/Dyslexia Interventionist Certification when they receive a passing score on the KPEERI.** More information on the certification process can be found at The Center for Effective Reading Instruction website (<https://effectivereading.org/dyslexia-interventionist/>).



***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 skills 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 fieldwork 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).