AIM Pathways to Literacy Leadership
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 LITERACY LEADERSHIP* COURSE**

Pathways to Literacy Leadership is designed for educational leaders 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 schools. Participants will learn proven practices that will benefit all students, including linguistically diverse populations and those with or at risk for language-based learning disabilities. Completion of *Pathways to Literacy Leadership* is estimated to take approximately 30 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 develop a comprehensive plan for increasing students' literacy outcomes through evidence-based diagnostic, prescriptive literacy instruction and intervention.

COURSE INTRODUCTION & PRE-COURSE KNOWLEDGE INVENTORY

Participants will log in to the AIM Pathways platform at
https://www.aimpathwaysonline.org/#/public-dashboard. (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 Literacy Leadership* 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.

COURSE GRADES

The *Pathways to Literacy Leadership* course includes graded end-of-section assessments. Grades are displayed as percentages. Your end-of-section assessment is used to calculate the section grade, which is displayed for each section via the "Lesson Details" tab within the course. The final course grade is calculated based on two key components: 1) 80% from the average of your section scores, and 2) 20% from the post-knowledge inventory score. The weighted average from these two components must be **at least 80% to pass this course.**

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. 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 Literacy Leadership* course is accompanied by a series of four 1.5 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 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, or within one week after the meeting, to explain your absence and make arrangements to watch the archived recording. If you fail to notify your facilitator within this timeframe, you will not receive credit for the session due to lack of communication with your facilitator in a timely manner.

COURSE CONCLUSION & POST-COURSE KNOWLEDGE INVENTORY

Upon completion of *Pathways to Literacy Leadership*, participants will take a 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 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. Please note that participants are allowed **one attempt only** on the post-course knowledge inventory.

CERTIFICATE OF COMPLETION

A certificate of completion is available under "Transcripts" for all those who pass the course. 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 are encouraged to ask your facilitator any outstanding questions at community-of-practice meetings or 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 Literacy Leadership* will be provided instructions for applying upon completion of the course. Educators who are interested in receiving an additional 6 credit hours for the *Pathways to Literacy Leadership* course will need to submit a comprehensive literacy plan and artifacts. This culminating, job-embedded assignment requires you to demonstrate implementation of the evidence-based principles covered in the *Pathways to Literacy Leadership* course within your organization's context. More information will be provided during community-of-practice meetings.

GRADUATE CREDITS

AIM Institute for Learning and Research has partnered with Arcadia University to offer three graduate credits for the *Pathways to Literacy Leadership* 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 Literacy Leadership* for graduate credit, the grade on your official transcript is determined by your course grade in the AIM Pathways platform (80% section averages and 20% post-knowledge inventory).

Please check with your degree university or school district for their policy on grade requirements for transfer of credit.

PATHWAYS TO LITERACY LEADERSHIP COURSE OUTLINE

☐ Pre-Course Knowledge Inventory

☐ Section 1 – Why We're Here - Literacy Implementation
- Lesson 1: Implementation Science
- Lesson 2: Teacher Knowledge Matters

☐ Section 2 – Oral Language: The Foundation for Written Language
- Lesson 1: Oral Language Provides the Foundation

☐ Section 3 – Reading Proficiency & Effective Reading Instruction
- Lesson 1: Theoretical Models of Reading
- Lesson 2: The Reading Brain
- Lesson 3: Structured Literacy

☐ Section 4 – Diagnostic, Prescriptive Literacy Instruction
- Lesson 1: Data-Driven Decision-Making

☐ Section 5 – Phonological & Phonemic Awareness
- Lesson 1: A Closer Look at Phonology
- Lesson 2: How We Teach Phonological & Phonemic Awareness

☐ Section 6 – Phonics Instruction
- Lesson 1: A Closer Look at Orthography
- Lesson 2: How We Teach Decoding
- Lesson 3: How We Teach Encoding

☐ Section 7 – Reading Fluency: The Bridge to Comprehension
- Lesson 1: Reading Fluency Instruction

☐ Section 8 – Vocabulary & Semantic Knowledge
- Lesson 1: Vocabulary Matters!

☐ Section 9 – Comprehension Part 1: Language Structures & Verbal Reasoning
- Lesson 1: Sentence Comprehension & Inferencing

☐ Section 10 – Comprehension Part 2: Background Knowledge & Literacy Knowledge
- Lesson 1: Background Knowledge
- Lesson 2: Literacy Knowledge

☐ Post-Course Knowledge Inventory

A full citation and reference list is available upon request.

The *Pathways to Literacy Leadership* course on the AIM Pathways platform is aligned with The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading*.

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).