

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, including 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 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 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.

COURSE GRADES

The *Pathways to Proficient Writing* 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 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, 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 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 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 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 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 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 Provides 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 Impacting Skilled Writing *Approximately 2+ hours*
 - Topic 1: The Writing Brain
 - Topic 2: Cognitive & Behavioral Factors
 - Topic 3: Connections to Dysgraphia
 - Lesson 2: Instructional Factors Impacting Skilled Writing *Approximately 1.5+ hours*
 - Topic 1: Developing the Connection Between Writing & Reading
 - Topic 2: Fostering Motivation & Self-Efficacy

- 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*

- Section 6 – Use Transcription Skills: Handwriting, Keyboarding, & Spelling
 - Lesson 1: Handwriting & Keyboarding *Approximately 1.5+ hours*
 - Topic 1: Why We Teach Handwriting & Keyboarding
 - Topic 2: Handwriting & Keyboarding - Instructional Implications
 - Lesson 2: Spelling *Approximately 2+ hours*
 - Topic 1: Why We Teach Spelling
 - Topic 2: Spelling - Instructional Implications

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

- Topic 1: The Importance of Grammar
- Topic 2: Grammar - Instructional Implications at the Word Level
- Topic 3: Grammar - Instructional Implications at the Sentence Level

- Lesson 2: Translation: Vocabulary *Approximately 1.5+ hours*
 - Topic 1: The Importance of Vocabulary
 - Topic 2: Vocabulary - Instructional Implications

□ Section 8 – Translate Ideas: Paragraph Level

- Lesson 1: Plan, Generate Ideas, & Organize *Approximately 1+ hours*
- Lesson 2: Reviewing, Revising, & Editing *Approximately 1+ hours*
 - Topic 1: Review & Revise
 - Topic 2: Review & Edit

□ 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 & Applying Multiple Data Sources *Approximately 1+ hours*

□ Post-Course Knowledge Inventory

A full citation and reference list is available upon request.

The *Pathways to Proficient Writing* 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).