AIM Pathways to Structured Literacy
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 STRUCTURED LITERACY* COURSE**

Pathways to Structured Literacy is designed for educators who have successfully completed the *Pathways to Proficient Reading* course. Building on the knowledge developed in that prerequisite course, this coursework continues to strengthen educators' ability to translate theoretical models of reading into evidence-based instructional practices that support students' word recognition skill development. The content of the course is Orton-Gillingham based and aligned to the International Dyslexia Association's (IDA) *Knowledge and Practice Standards for Teachers of Reading* (KPS). Completion of the online *Pathways to Structured Literacy* course is estimated to take approximately 30 hours, depending on the participant's background knowledge in Structured Literacy.

Participants will learn how to deliver diagnostic, prescriptive literacy instruction that makes effective use of student assessment data in foundational reading and spelling skills. Using the results of these assessments, participants will learn how to create explicit, systematic lessons that simultaneously engage students' auditory, visual, and tactile-kinesthetic learning pathways and

guide students to discover the patterns that govern written English.

These research-based instructional approaches are appropriate for general education teachers and specialists who want to learn how to provide targeted or intensive reading interventions to students of all ages.

Completion of the *Pathways to Structured Literacy* course requires participants to purchase **Multisensory Teaching of Basic Language Skills (Fourth Edition)* by Judith R. Birch and Suzanne Carreker. In addition, AIM Institute recommends the purchase of the *Pathways to Structured Literacy: Practitioner's Guides* to support classroom implementation. To purchase these supplemental resources, visit https://institute.aimpa.org/aim-pathways/pslguides.

Participants enrolling in the *Pathways to Structured Literacy* course have two options for course completion: online coursework and virtual community-of-practice meetings with or without the *Structured Literacy Practicum.* Upon completion of *Pathways to Structured Literacy,* the participants will be eligible to sit for the Center for Effective Reading Instruction's Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) exam which can lead to a "Structured Literacy Classroom Teacher Certificate."

Note: Participants are eligible to pursue the Structured Literacy Practicum if they received a score of **85% or higher** in both the post-KI and overall Pathways to Structured Literacy course grade within the last five years. They are also eligible to sit for the Center for Effective Reading Instruction's KPEERI exam which can lead to a "Structured Literacy Dyslexia Interventionist Certification."

COURSE INTRODUCTION & PRE-COURSE KNOWLEDGE INVENTORY

Participants will log in to the AIM Pathways platform at https://www.aimpathwaysonline.org/#/public-dashboard. The introductory section of *Pathways to Structured Literacy* 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 Structured Literacy* 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.

There are two mandatory assignments in this course. In Section 2, participants submit a speech sounds video. In Section 7, participants submit a lesson plan. Assignment completion is required and they will be marked pass/fail (100%/0%).

VIRTUAL COMMUNITY-OF-PRACTICE MEETINGS

The 9-section *Pathways to Structured Literacy* 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 Structured Literacy*, participants will take a post-course knowledge inventory 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 Structured Literacy* 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 Structured Literacy* online course (and three graduate credits for the *Structured Literacy Practicum* if participants choose to continue on and take this component). 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 Structured Literacy* 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 STRUCTURED LITERACY COURSE OUTLINE

☐ Pre-Course Knowledge Inventory

☐ Section 1 – Understanding Reading Development   *Approximately 1 hour*
- Lesson 1: Reading and the Brain
- Lesson 2: Characteristics of Skilled Reading and Reading Difficulties
  - Topic 1: Skilled Reading
  - Topic 2: Reading Difficulties
- Lesson 3: Phases of Typical Reading Development

☐ Section 2 – Understanding Pre- and Emergent Literacy Skills   *Approximately 3 hours*
- Lesson 1: Early Language Development and Phonological Processing
- Lesson 2: Teaching About Speech Sounds
- Lesson 3: Teaching Print Concepts, Alphabet Knowledge, and the Alphabetic Principle
- Lesson 4: Assessing Emerging Literacy Skills

☐ Section 3 – An Overview of Structured Literacy   *Approximately 3.5 hours*
- Lesson 1: The Principles of Effective Literacy Instruction
- Lesson 2: Introduction to the Structured Literacy Lesson
- Lesson 3: The Importance of Diagnostic, Prescriptive Instruction

☐ Section 4 – Teaching Phoneme-Grapheme Correspondences   *Approximately 2 hours*
- Lesson 1: Phoneme-Grapheme Correspondences

☐ Section 5 – Teaching Syllables and Syllable Division Patterns   *Approximately 2.5 hours*
- Lesson 1: Syllable Types
- Lesson 2: Syllable Division Patterns

☐ Section 6 – The Lesson Plan - Components for Review   *Approximately 3.5 hours*
- Lesson 1: Foundational Skills and Lesson Drills
- Lesson 2: Word and Sentence Reading and Dictation

☐ Section 7 – The Structured Literacy Lesson Plan - Components for   *Approximately 2 hours*
New Learning & Application
- Lesson 1: New Learning (Explicit Instruction through Guided Discovery)
- Lesson 2: Oral Reading of Connected Text

☐ Section 8 – Teaching Reading and Spelling Generalizations   *Approximately 1.5 hours*
- Lesson 1: Reading and Spelling Generalizations

    ● Lesson 1: Morphology

☐ Post-Course Knowledge Inventory

A full citation and reference list is available upon request.

PSL ASSIGNED READINGS - Textbook Purchase Required*

Section	Assigned Readings	IDA KPS*	How Facilitator Monitors Participant's Understanding
1	Birsh, J. R. (2018). **Chapter 1:** Connecting Research And Practice. In J. R. Birsh & S. Carreker(Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 2-34), Brookes Publishing.	1, 2, 4	Reading assignment quiz, facilitated discussion during virtual community-of-practice session, application of reading research knowledge in student snapshot responses, quiz on understanding word-reading development
2	Robinson, E., DeVito, C., & Trabucco, G. (2018). **Chapter 4**: Pre-kindergarten literacy. In J. R.Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 140-170), Brookes Publishing. Allen. K.A., & Neuhaus, G.F. (2018). **Chapter 5:** Alphabet Knowledge. In J. R. Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 171-203), Brookes Publishing.	4	Quick check: Pre- and Emergent Literacy Skills quiz, application of pre- and emergent literacy skills knowledge in student snapshot responses, facilitated discussion during virtual community-of-practice session, application of assessing literacy skills knowledge in student snapshot responses, quiz on understanding pre- and emergent literacy skills
3	Farrel, M., & Cushen White, N. (2018). **Chapter 2**: Structured Literacy Instruction. In J. R. Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 35-80), Brookes Publishing.	1,2,4	Structured Literacy instruction student simulation, card sort with corrective feedback on identifying the Structured Literacy classroom practice, card sort with corrective feedback on identifying the Structured Literacy lesson plan routines, facilitated discussion during virtual community-of-practice session, quiz on Structured Literacy instruction
4	Carreker, S. (2018). **Chapter 9**: Teaching reading. In J.R. Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 338-383), Brookes Publishing.	1,4	Application of phoneme grapheme correspondences knowledge in student snapshot responses, facilitated discussion during virtual community-of-practice session, quiz on teaching phoneme-grapheme correspondences
6	Birsh, J. R., Schedler, J., & Anderson Singer, R. (2018). **Chapter 18**: Designing the Learning Environment and Planning Multisensory Structured Literacy Lessons. In J. R. Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 679-716), Brookes Publishing.	1,4	Feedback on sound-to-symbol correspondences, application of sound-to-symbol knowledge in card sort with corrective feedback on symbol-to-sound correspondences, application of symbol-to-sound knowledge in student snapshot responses, card sort with corrective student snapshot responses, quiz on the structured literacy lesson plan, facilitated discussion during virtual community-of-practice session, application of symbol-to-sound correspondences knowledge and sound-to-symbol instructional knowledge in creating a lesson plan
8	Carreker, S. (2018). **Chapter 10**: Teaching spelling. In J.R. Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 389-430), Brookes Publishing.	1,4	Facilitated discussion during virtual community-of-practice session, quiz on spelling

| 9 | Carreker, S. (2018). **Chapter 14:** The History and Structure of Written English In J.R. Birsh & S. Carreker (Eds.) *Multisensory teaching of basic language skills* (4th ed., pp. 540-556), Brookes Publishing.

Henry, M. K. (2017). Morphemes matter: a framework for instruction. *Perspectives on language and literacy*, 43(2), 23-26 | 1,4 | Facilitated discussion during virtual community-of-practice session, quiz on morphology |

The *Pathways to Structured Literacy* course on the AIM Pathways platform has received IDA Accreditation as an Independent Teacher Training Program.

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 outlines 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).