AIM Pathways to Proficient Reading
Course Syllabus
Oklahoma Microcredential Training

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 READING COURSE

Pathways to Proficient Reading is designed for educators 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 the classroom. Participants will learn effective instructional practices that will benefit all students, including linguistically diverse populations and those with or at risk for language-based learning disabilities. At the end of this professional development opportunity, participants will be able to draw from their specialized knowledge in the science of reading to increase their students' literacy outcomes through evidence-based diagnostic, prescriptive literacy instruction and intervention. The course will also prepare participants for the Center for Effective Reading Instruction's Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) exam and certification.

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COURSE INTRODUCTION & PRE-COURSE KNOWLEDGE INVENTORY

Participants will log into 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 Reading* 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 Reading* 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.

COMMUNITY-OF-PRACTICE MEETINGS

For participants enrolled in the virtual learning model, the 17-section *Pathways to Proficient Reading* course is accompanied by a series of seven 2-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

Uponcompletion of Pathways to Proficient Reading, 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

The overall 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 mustbeat least 80%to pass this course. 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 f irst, the system will immediately update your overall course grade and certificate of completion. Remember,youmustreviewrecommendedmaterials 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 and weekly office hours. In addition, please be mindful that if you intend to continue your professional learning journey and take AIM Pathways to Structured Literacy, you will be required to have a minimum course average of at least 80%.

MICRO-CREDENTIAL

After successful completion of this course, you will receive a micro-credential badge. For more information on the microcredential offering for this course, please reach out to Megan Salisbury at megan.salisbury@sde.ok.gov.

GRADUATE CREDITS

AIM Institute for Learning and Research has partnered with Arcadia University to offer three graduate credits for the Pathways to Proficient Reading 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 Reading 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 READING COURSE OUTLINE & VCoP PACING

☐ Pre-Course Knowledge Inventory

- Assignment #1 Due

☐ Section 1 – Teacher Knowledge Matters *Approximately 2.5+ hours*

- Lesson 1: The Importance of Teacher Knowledge
  - Topic 1: Is Teaching Really Rocket Science?
  - Topic 2: The Evidence for Teacher Knowledge

☐ Section 2 – Oral Language Provides the Foundation *Approximately 2.5+ hours*

- Lesson 1: The Importance of Language Systems
  - Topic 1: What are the Language Systems?
  - Topic 2: Connections Between Oral and Written Language
  - Topic 3: Connections to Instruction

☐ Section 3 – What is Reading Proficiency? *Approximately 3+ hours*

- Lesson 1: A Theoretical Model of Reading
  - Topic 1: The Simple View and More
  - Topic 2: Unraveling the Reading Rope
- Lesson 2: The Reading Brain
  - Topic 1: The Brain's Reading Systems
  - Topic 2: Connections to Dyslexia

☐ Section 4 – Introduction to Structured Literacy *Approximately 1+ hours*

- Lesson 1: What We Teach, How We Teach
  - Topic 1: Principles of Structured Literacy

☐ Virtual Community-of-Practice Meeting #1 2 hour synchronous meeting

- Assignment #2 Due

☐ Section 5 – Phonological Awareness:
Working with the Speech Sound System *Approximately 4+ hours*

- Lesson 1: A Closer Look at Phonology
  - Topic 1: Phonology and Phonological Processing
  - Topic 2: Features of Phonemes
- Lesson 2: How We Teach Phonological and Phonemic Awareness
  - Topic 1: Phonological Awareness Instruction
  - Topic 2: Phonemic Awareness Instruction

☐ Section 6 – Decoding: Diving into Orthography *Approximately 5+ hours*

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- Lesson 1: A Closer Look at Orthography
  - Topic 1: Overlaying Orthographic Knowledge
- Lesson 2: The ABCs of Word Recognition - Decoding
  - Topic 1: Beginning Alphabet Instruction
  - Topic 2: Phonics Instruction
- Lesson 3: How We Teach Phonics
  - Topic 1: Teaching Phonic Decoding

☐ Virtual Community-of-Practice Meeting #2 2 hour synchronous meeting

- Assignment #3 Due

☐ Section 7 – What We Know About Spelling (Part 1) *Approximately 3+ hours*

- Lesson 1: The ABCs of Word Recognition - Encoding
  - Topic 1: Understanding English Orthography
- Lesson 2: Phoneme-Grapheme Correspondences - Position & Pattern
  - Topic 1: Positions and Orthographic Patterns
  - Topic 2: Irregular Words

☐ Section 8 – What We Know About Spelling (Part 2) *Approximately 2+ hours*

- Lesson 1: Meaning and Word Origin
  - Topic 1: A Closer Look at Morphology
  - Topic 2: Word Origin and History - Etymology

☐ Virtual Community-of-Practice Meeting #3 2 hour synchronous meeting

- Assignment #4 Due

☐ Section 9 – Phases of Literacy Development *Approximately 1+ hours*

- Lesson 1: Understanding Typical Reading Development
  - Topic 1: Phases of Reading Development
  - Topic 2: Spelling Error Analysis

☐ Section 10 – Reading Fluency Matters *Approximately 2+ hours*

- Lesson 1: Fluency is a Bridge
  - Topic 1: What is Fluency?
  - Topic 2: How We Teach Fluency

☐ Section 11 – The Complexity of Comprehension *Approximately 3+ hours*

- Lesson 1: What is Comprehension?
  - Topic 1: Comprehension is Not Just ONE Thing
  - Topic 2: The Simple View of Reading Difficulties
  - Topic 3: The Reading-Writing Connection

☐ Virtual Community-of-Practice Meeting #4 2 hour synchronous meeting

- Assignment #5 Due

☐ Section 12 – Vocabulary and Language Structures:
Working with Word Meaning *Approximately 5+ hours*

- Lesson 1: Working with Word Meaning
  - Topic 1: Semantics and Vocabulary
  - Topic 2: Vocabulary Acquisition
- Lesson 2: How We Teach Vocabulary
  - Topic 1: Intentional On-Purpose Instruction- Choosing Words to Teach
  - Topic 2: Intentional On-Purpose Instruction- Explicit Vocabulary Routines
  - Topic 3: Incidental On-Purpose Language Experiences
  - Topic 4: Intentional Independent Word-Learning Strategies

☐ Virtual Community-of-Practice Meeting #5 2 hour synchronous meeting

- Assignment #6 Due

☐ Section 13 – Language Structures: Grammar at the Word and Sentence Level
Approximately 2+ hours

- Lesson 1: Making Sense of Sentences
  - Topic 1: Syntax and Sentence Comprehension
  - Topic 2: How We Teach Sentence Comprehension

☐ Section 14 – Language Structures and Verbal Reasoning: Inferences at the Sentence Level
Cohesive Devices *Approximately 3+ hours*

- Lesson 1: Cohesion and Coherence
  - Topic 1: What is Inference - Local Coherence?
  - Topic 2: Cohesive Devices
  - Topic 3: How We Teach Cohesive Devices

☐ Virtual Community-of-Practice Meeting #6 2 hour synchronous meeting

- Assignment #7 Due

☐ Section 15 – Background Knowledge and Verbal Reasoning: Inferences at the Text Level
Making Inferences *Approximately 2.5+ hours*

- Lesson 1: Working with Inferences
  - Topic 1: What is Inference - Global Coherence?
  - Topic 2: Activating, Building, and Connecting Background Knowledge
  - Topic 3: How We Teach Comprehension

☐ Section 16 – Literacy Knowledge and Text Structures *Approximately 3+ hours*

- Lesson 1: What is Literacy Knowledge?
  - Topic 1: Print Awareness and Text Structures
  - Topic 2: What is Narrative Text?

- Topic 3: What is Expository Text?

☐ Section 17 – Assessment for Data-Based Decision Making *Approximately 4+ hours*

- Lesson 1: Overview of Assessment
  - Topic 1: What is Assessment?
  - Topic 2: Types of Assessment
- Lesson 2: Analyzing and Applying Multiple Data Sources
  - Topic 1: Response to Invention and Multi-Tiered Systems of Support
  - Topic 2: Using Data
- Lesson 3: Using the Data-Driven Decision-Making Process
  - Topic 1: Using the Data - Now You Try

☐ Virtual Community-of-Practice Meeting #7 2 hour synchronous meeting

- Assignment #8 Due

☐ Post-Course Knowledge Inventory

A full citation and reference list is available upon request.

The *Pathways to Proficient Reading* 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 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 LiteracyTM 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).

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