Science of Reading Classroom: HQIM Small Group Instruction Implementation (Grades 1-5)

MISSISSIPPI INSTRUCTIONAL MATERIALS **MATTER.**

mdek12.org

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1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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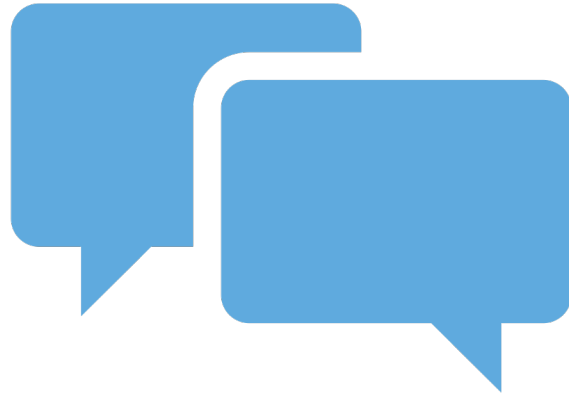
- Making Shifts In Practice to Support Students

  o Rethinking Reading Comprehension

- Understanding the ABCs of Small Group Instruction

- Utilizing Small Group Instruction Effectively During the Literacy Block

  o Identifying ineffective small group instruction effects

  o Implementing small groups tied to High Quality Instructional Materials (HQIM)

- Implementing an Effective Teacher-Led Center (TLC)

- Exploring the *"Plus Block"*: Addressing Intensive Reading Interventions

Making Shifts in Practice to Support Students

*"I'm inspired by the **dialogue and courage** of the people who know enough about the **science of reading** to offer a **vigorous critique** of those practices, programs, and approaches that just don't work for most children."*   -Louisa Moats

Part 1: *Science of Reading Classroom: Implementing HQIM*

- **Focusing on HQIM implementation** for effective Tier I instruction as opposed to a variety of supplemental materials

- **Moving to standards-aligned instruction** (text first) as opposed to standards-based

- **Following HQIM scope and sequence** as opposed to disconnected pacing guides

- **Focusing on preparation through annotation** as opposed to creating base-level lesson plans

Part 2: *Science of Reading Implementing HQIM: Assessment and Writing*

- **Shifting to text adjacent writing**: connected and dependent

- **Utilizing a screener and diagnostics** over benchmarks

- **Utilizing HQIM assessments:** Text-first instruction

*There's a place for **small-group instruction**, but it makes no sense to rely on it for hours every day – especially for reading comprehension.*

Rather than having kids independently practice the comprehension "skill of the week" on simple texts,

we need a fundamentally different approach:

a coherent, content-focused curriculum that spends at least two or three weeks digging into meaty topics, *with the teacher **reading aloud** to the whole class from **complex texts and leading thoughtful discussions.***

*Until children are fluent readers, that's the most effective way to **build the kind of academic knowledge and vocabulary** that will lead them to and write at higher levels. -Natalie Wexler*

Balanced Literacy Small Goup Practices	Structured Literacy Small Group Practices
Discovering how to read by immersion; Students get better at reading by practicing reading (passage after passage after passage - SSR)	Students get better at reading by **learning to decode (word recognition: phoneme/grapheme relationships) and building language comprehension**
Leveled texts using the 3 cueing system and memorization of HF words	Decodable texts using phonics patterns; HF Words taught/sorted according to HQIM phonetic skills; irregular words are taught explicitly; use of authentic text
Non-evidence-based assessments (running records)	Screeners and HQIM Assessments
Haphazard approach to phonemic awareness and phonics (minilessons by teacher's discretion); misread words are guessed and corrected	Explicit and systematic Tier I phonemic awareness and phonics scope and sequence aligned to HQIM
Focus on Siloed Skills - "standards first instruction" (e.g. Main Idea)	Utilize diverse, complex texts to build knowledge and improve comprehension - "text-first instruction"
Utilize disconnected texts	Grade level, coherent, texts tied to HQIM topic

Shift

SCARBOROUGH'S **READING ROPE** (2001)

Language Comprehension

X

Decoding

=

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)

VOCABULARY (breadth, precision, links, etc.)

LANGUAGE STRUCTURE (syntax, semantics, etc.)
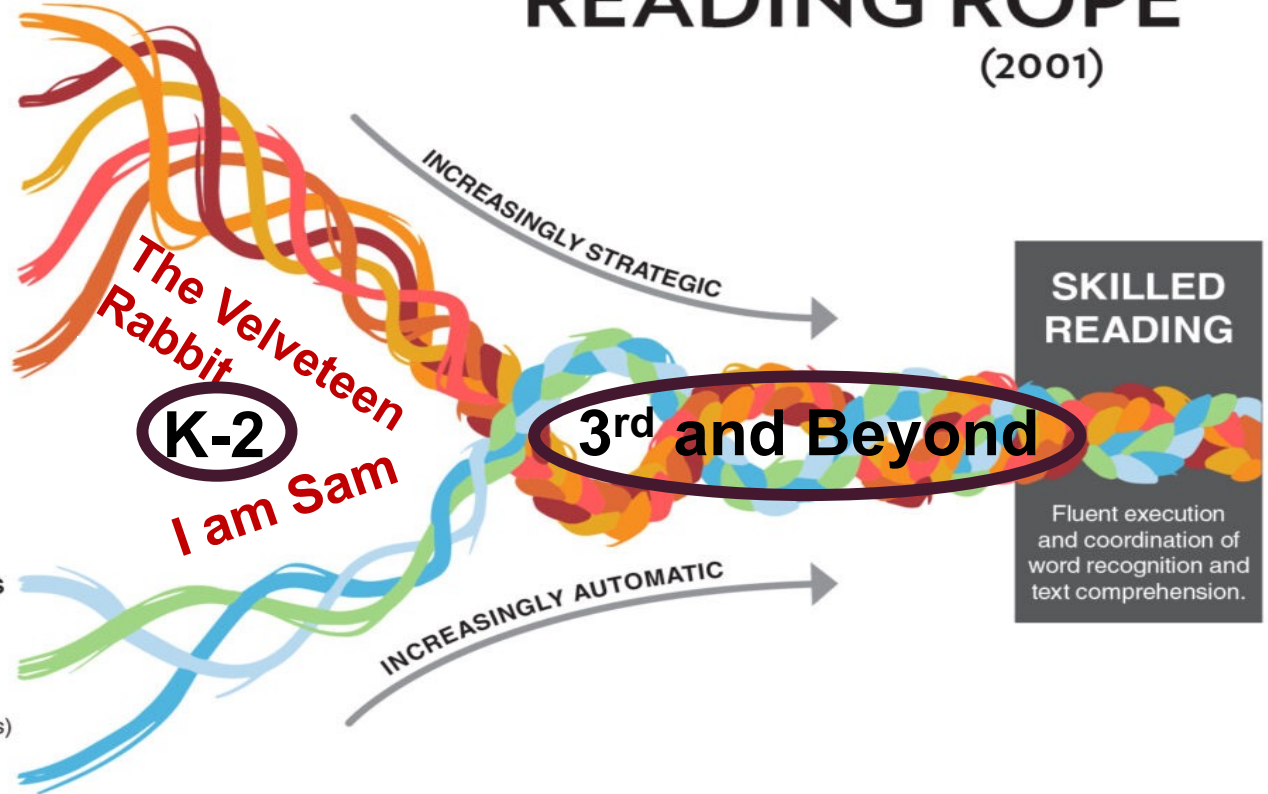
VERBAL REASONING (inference, metaphor, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

**PHONOLOGICAL AWARENESS** (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling–sound correspondences)

SIGHT RECOGNITION (of familiar words)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING Fluent execution and coordination of word recognition and text comprehension.

The Velveteen Rabbit

K-2

I am Sam

3rd and Beyond

Reading comprehension is the ability to process written text, understand its meaning, and to integrate with what the reader already knows.

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What amount of time are you spending on **language comprehension**? Word recognition?
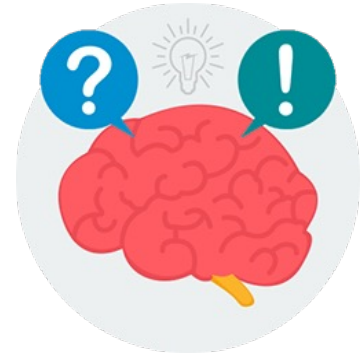
In your district/school, is there evidence of building **language comprehension** during small group instruction? Where?

Is there an opportunity to have students participate in **content-rich, knowledge building activities and discussions** as opposed to participating in isolated skills based independent center activities?

Instructions:

1. Scan the QR code to access the article: "Rethinking Reading Comprehension."

2. Read the following section: **The Comprehension as Skill Myth.**

3. Jot down one WORD, one PHRASE, and one SENTENCE that resonate with you or summarize your reading.

4. Be prepared to discuss and share.

https://www.aft.org/ae/winter2021-2022/catts

What is Reading Comprehension?

Reading Comprehension Is Not:

- A skill or a behavior

- Mastered by "finding the main idea" or "supporting details"

- Mastered by "making a prediction"

- Mastered by "monitoring your comprehension"

Reading Comprehension Is:

- A complex and active process

- A combination of the text, the reader, and the activity of reading

- Building background knowledge

- Exploring complex content-rich texts

- A coherent understanding of what is read

Reading comprehension is heavily bound in the readers' knowledge of the topic covered by the text.

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"Knowledge is the key to comprehension." –Hugh Catts

High Quality Instructional Materials (Knowledge Building Materials)

• build content knowledge through complex text

• build breadth and depth of vocabulary through topical and genre units of study

• provide embedded practices for scaffolding through text analysis

• include reader tasks that demonstrate comprehension

> Small group not only provides time to **remediate "word recognition skills,"** but also provides time to **participate in content-rich, knowledge-building activities** tied to the HQIM.

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Discuss the following questions with your table group:

How could you utilize small group opportunities for students to participate in content-rich, knowledge-building activities versus participating in isolated skills based independent center activities?

• What types of comprehension activities/assignments do you observe **outside of the teacher table** during small group instruction?

• What type of comprehension activities/assignments do you observe **at the teacher table** during small group instruction?

• What shifts would you like to see?

Understanding the ABCs of Small Group Instruction
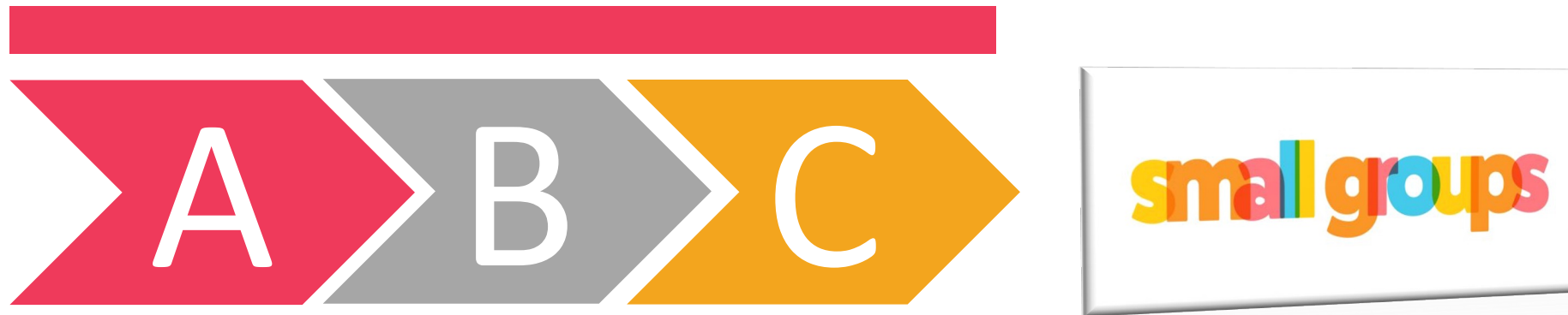
Small Group Instruction/Teacher-Led: A classroom strategy in which teachers work with a small group of students on **Tier I content** while other students work on meaningful tasks from the HQIM semi-independently or in groups.

A

Assessments

- Know what your students need and group them accordingly using assessments aligned to the TIER ONE (universal layer for all students) core instruction.

- Groups should always remain flexible and fluid.

How will I know if they are meeting grade level expectations?

Monitoring **HQIM assessment data** can indicate which instructional practices are working for students.

- **Informal and formal assessments** should be utilized:
  - Check for success/understanding.
  - Use tools that measure the progress of the instruction should be utilized such as **project-based inquiry, culminating unit tests, digital learning paths**, etc.

These **tier one assessments** should guide next-steps for additional review *(remediation)*, moving on *(grade-level instruction)*, and moving beyond the current level of application *(enrichment)*.

Remediation Reteaching concepts that have been introduced but are not yet mastered	Enrichment Meaningful instruction at a higher level for students showing mastery	Intervention Instructional steps used to address specific deficits identified through universal screening and diagnostic assessments
Tier 1	Tier 1	Frequency, duration, and intensity determines the tier of instruction
Reading Block	Reading Block and/or Plus Block	Plus Block
Small Group	Small group	Small group (required)
Informally monitored or tracked	Informally monitored or tracked	Progress Monitoring
Based on lack of skills mastered	**Based on skills mastered**	**Specific to deficit area**
At grade level	**At/Above grade level**	**Below grade level**

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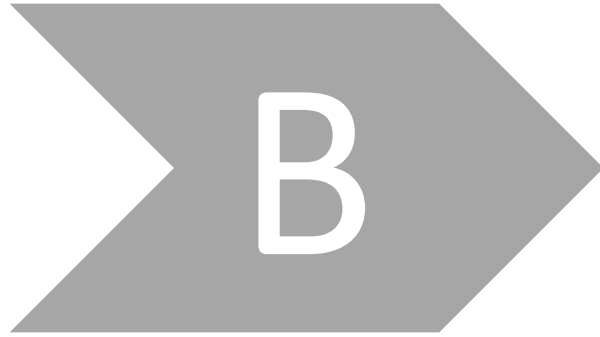
BASICS

- **Constrained skills**
  - Foundational Skills

- **Unconstrained skills**
  - Skills developed across one's lifetime that become more complex in adolescence and into (young) adulthood

Constrained Skills

- Ceiling of mastery
- Dominates grades K-2; RF Standards include advanced phonics 3-5
- Targeted, specific, measurable skills
- Easily identifiable for small group
- Word Recognition strand of rope
- Example: *alphabetic principle*

Unconstrained Skills

- No ceiling of mastery (conceptually unbound)
- Difficult to measure
- Language comprehension strand of rope
- Example: *vocabulary*

Highly Constrained   **Unconstrained→**
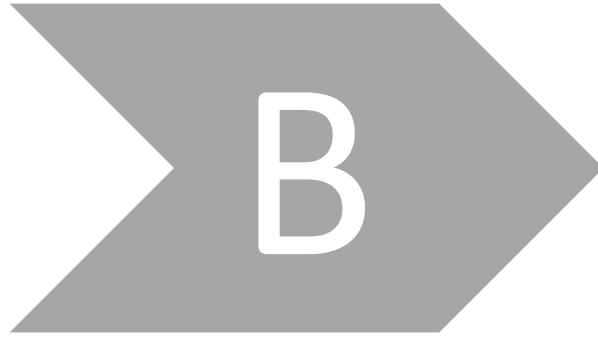
| Writing Name | Alphabet | High Frequency Words | Phonics | Phonological Awareness | Oral Language | Language Comprehension |

B

BOOKS

- Ensure coherence across all texts (HQIM)
  - Guide and facilitate scaffolds within HQIM texts
  - Time spent with "eyes on grade-level texts"
- Books/texts should be chosen based on student needs
  - **Decodable Texts**
  - **Texts aligned to the HQIM topic**

It is important for students to read multiple texts on a topic in order to solidify their knowledge based and vocabulary (Hiebert 2017).

Students' connections between and among texts can promote their narrative understanding, their understanding of genre and text structure, and their overall interest and engagement in the story (Sipe 2000).

small groups

Decodable Text	Leveled Text
Contains words using phonetic code that students have previously learned	Contains repeated and predictable text
Requires students to decode words, aiding in orthographic mapping	Requires students to guess unknown words based on picture cues, predictable patterns, and/or context clues
Includes limited non-phonetic high- frequency words	Contains many high-frequency words
Allows students to apply phonics instruction to connected text	Assigned levels based on total number of words and sentences
Improves fluency	Includes limited vocabulary
Should be used when teaching students how to read	**Should NOT be used to teach students how to read; could be organized by topics for classroom libraries**

The MDE **does not support** the use of *leveled readers* *when teaching students to read*.

- **Decodable Readers** should be used to support word recognition as students are learning to read.
- *Leveled readers* may be organized by topic and used as optional readers in classroom libraries.
- Districts are strongly encouraged to **review all components of their adopted HQIM to ensure alignment with the** *Science of Reading* (structured literacy approach).

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C

CLEAR DIRECTIONS

- Capitalize on instructional time with clear directions
- Explicitly set a clear purpose for small group instruction
  - Today we are going to read…
  - When we read, we will …[focus thinking for support]
  - Pay attention to…"
- Provide clear and constant feedback centered around the purpose

ASSESSMENTS: What assessments do teachers utilize to guide small group instruction? How do those assessments drive flexible grouping? What do the assessment results say about what students need?

DATA: Are all students making progress and achieving their maximum potential?

**MATERIALS:** How do teachers select texts for small groups?

FEEDBACK: Have you observed teachers providing feedback to students during small groups? Do you provide corrective, specific feedback to your teachers regarding small group instruction?

Where are your shifts needed?

Effects of Ineffective Small Group Practices of the Past

"Well-intended approaches to literacy are failing millions of underserved children each year." – Natalie Wexler

CAUTION
SMALL GROUP MISSTEPS
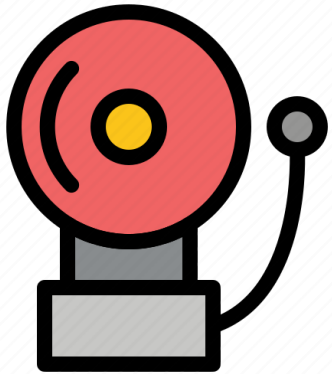
- Sacrificing students as "independent contractors" for an extended period of time ("keeping them busy") while the teacher is leading the TLC

- Losing teacher time as a resource: preparation, creating materials, lingering guided reading practices

- Not enough accountability to know if students actually internalize information (Daily 5, Readers'/Writers' Workshop)

- If 40-60% have the same deficit, there's a Tier I issue and whole class remediation is necessary

- Creating "fake" readers; NO research to support the EFFECT of Sustained Silent Reading *(Faux Reading Show)*

What are some effects of ineffective practices during small groups?

- Guided reading groups focused on isolated skills to attempt to improve comprehension

- Assigning activities that are often disconnected and are not closely aligned to Tier I instruction

- Students are often assigned to permanent groups

Ineffective practices create a stagnate inverted triangle that widens the gap instead of closing it.

Ineffective practices produce **minimal amounts** of growth and reading proficiency.
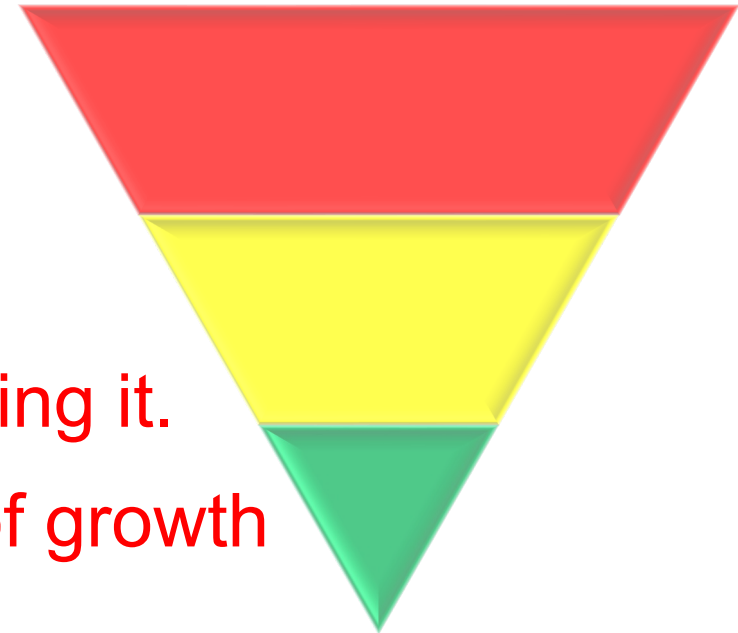
Do not do small groups…
for the sake of doing small groups.

It is a , **not a time of day.**

STRATEGY

*It's **unrealistic** to expect young children to direct their own learning for 90 minutes or more* without at least some chatting-not to mention that the teacher is necessarily speaking with one group while other children are at centers.**–Wexler**

*The better you are at delivering those whole class lessons, the **less small group teaching** that you'll need.*
But that means you have to figure out how to make it possible for more **students to respond** in the whole class (as they do in small group) and for you to observe better, so that you can see problems (as you can in small groups).
I think you need a mix of whole class, small group, and individual teaching, but your organization should focus on **what is being taught rather than how it is being taught.** –**Shanahan**

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Utilizing Small Group Effectively During the Literacy Block

"Change is inevitable. You can either resist it, accept it, or embrace it. Whatever you choose, change is inevitable." – George Couros

- **Adjust the amount of time** spent in whole group vs. small group (each day is paced differently within HQIM)

- Utilize **HQIM scope and sequence and assessment data** to determine what needs to be addressed in whole group and who needs to be pulled in small group for remediation or enrichment

- Replace readers' and writers' workshops and isolated skills-based independent activities with **content-based literacy activities** that continue to support knowledge building through the HQIM

- **Closing gaps can happen at Tier I** (well-organized whole and small group with continuous checks for understanding) and **not just** during interventions (Tier II and III)

- Use HQIM for Tier I small group instruction **(FOCUS SHIFT)**

- Utilize HQIM materials that are specifically designed for small group (*Start Right Readers–Into Reading; Geodes–Wit & Wisdom; WonderWorks–Wonders; Decodable-myView) *Aligned to the Science of Reading to elevate the curriculum*

- Ensure fidelity of material delivery as opposed to creating materials or copying from outside resources

- Spend time internalizing and annotating HQIM small group data-driven lessons as opposed to extensive construction of lesson plans

How do HQIM materials support effective small groups?

- Allows practice for students who already know how to read and write (community)

- Allows students to collaboratively extend knowledge building (from whole group) through additional content-aligned text

- Allows opportunities to engage in quality content-aligned tasks

- Outlines a suggested timeframe for the literacy block
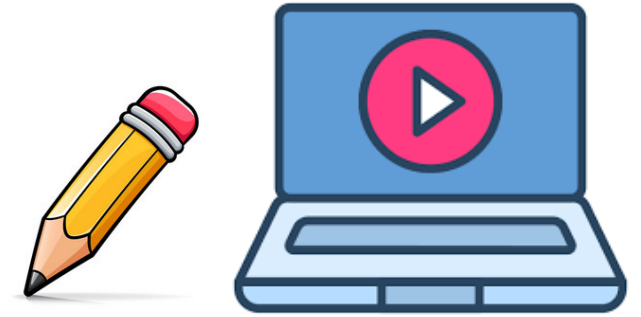
- Provides topic-based resources

"Never do with a small group, what could be done as well with the whole class." -Shanahan

How do your current small group practices need to be adjusted to ensure student success?

Options for Independent Stations/Small Groups tied to HQIM

Independent Computer- and Seat-Work

Hattie (2009) found that **spaced practice** and **daily cumulative review** had significantly large effect sizes for retention of material.

- Studies report that kids are ***less likely to be engaged*** in learning when working on their own (Cohen, 1994; Cowen, 2016; Gump, 1967; Kouno, 1970); and the amount of seatwork has been found to be ***negatively related*** to learning (Seifert & Beck, 1984).

- One study even reported that the best readers did reasonably well with seatwork and other independent activities, but lower readers learned substantially less from such activities (Connor, Morrison, & Petrella, 2004). They needed the teacher time.

- Prescriptive phonics-based instruction (digital HQIM)
- HQIM independent center activities (HQIM curriculum materials)
  - Word work, reading, writing, and student collaboration
  - Knowledge building/vocabulary extension opportunities
- Newsela based on HQIM topic (Instructional Content Platform)
- Discovery Education activity based on HQIM topic
- Text extension texts (HQIM topic-based)
  - Text-dependent or text-connected writing
- Prescriptive diagnostic pathway (i.e. i-Ready, myRealize)

Small group teacher-led lessons should (Choose all that apply):

a. Last approximately 15-20 minutes

b. Always include three distinct segments: before reading, during reading, after reading

c. Vary in length and structure based on data

d. Be based on reading levels

e. Include all students on a daily basis

f. Include all components of reading (PA, P, Fluency, Vocabulary, Comprehension)

Ineffective Teacher-Led Practices	Effective Teacher-Led Practices tied to Tier I HQIM
Guiding reading with leveled readers: trusting the leveling system	Lessons should be targeted – word recognition + language comprehension
No purpose or disconnected skills – matching texts with readers while they are still learning to read	Data is used (HQIM assessments) to inform instruction
Not closing gaps: rotating through all groups (hamster wheel)	Acceleration to preview HQIM content
Chaos during independent centers	Temporary targeted skill boosting/remediation
Comprehension skill of the week	Direct instruction with prescriptive foundational skills
Item analysis based on standards	Decodables and HQIM content related text

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- How will preparation for teacher-led center shift?

- What are 2-3 "look-fors" in teacher-led center observations?

- How will we measure progress?

***Chart** your thoughts or next steps (may want to revisit during the workshop portion in the afternoon).

Teacher-Led Observation "Look-Fors"

❑ Targeted lessons (skill boosting/remediation)
❑ Data informed instruction (HQIM assessments)
❑ Acceleration (previewing HQIM content gives struggling readers access to complex text)
❑ Explicit foundational skills instruction (aligned to the HQIM scope and sequence)
❑ HQIM materials (decodables and/or content related text)
❑ Flexible grouping (purposeful)
❑ HQIM small group routines
❑ Teacher giving immediate and intentional feedback to students
❑ Anecdotal data system (teacher recording student progress)

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Want to close gaps?

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Want ... ...IN THE BL...)?

Fix Tier I Instruction.

Fix Tier I Instruction.

Fix Tier I Instruction.

Fix Tier I Instruction.

Fix Tier I Instruction.

Fix Tier I Instruction.

Fix Tier I Instruction.

Addressing Reading Interventions

Reversing the Inverted Triangle

*"We need to **stop saying** only 30% of our kids are reading proficiently.*

*Instead, **we should be saying** 70% of our kids are not. – Dr. Zaretta Hammond*

| Strong Reading Intervention	Strong Tier I Core Reading Instruction
Aligns to the science of reading	Aligns to the science of reading
Targeted and informed by assessments Focuses on **phonemic awareness, systematic/explicit phonics, and extended reading (connected text)**	Includes some level of scaffolding to support all and individual student learning and processing needs
Allow students many opportunities to respond Provide multiple practice opportunities	Anchored in high-quality instructional materials (HQIM)
Has embedded scientifically-based language supports for all students and specific evidence-based language practices for multilingual learners	Has embedded scientifically-based language supports for all students and specific evidence-based language practices for multilingual learners
Aligned to students' individual needs and occurs outside of Tier I core instruction	Aligned to MS CCRS

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1. **Teach phonemic awareness** to the advanced level (*eliminating phonological awareness deficits*)

2. **Teach and reinforce phonics skills and phonic decoding**

3. **Provide opportunities for reading connected text** (i.e., authentic reading)

Kilpatrick, D. A. (2015). Essentials of assessing, preventing, and overcoming reading difficulties. John Wiley & Sons.

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- The 12 Hour Effect was coined from a study (Truch, 2003) where word identification **improved 7 standard score points** in just **12 hours** of intervention

- After **80 hours**, **15.3 standard score points** were realized, which resulted in normalized reading
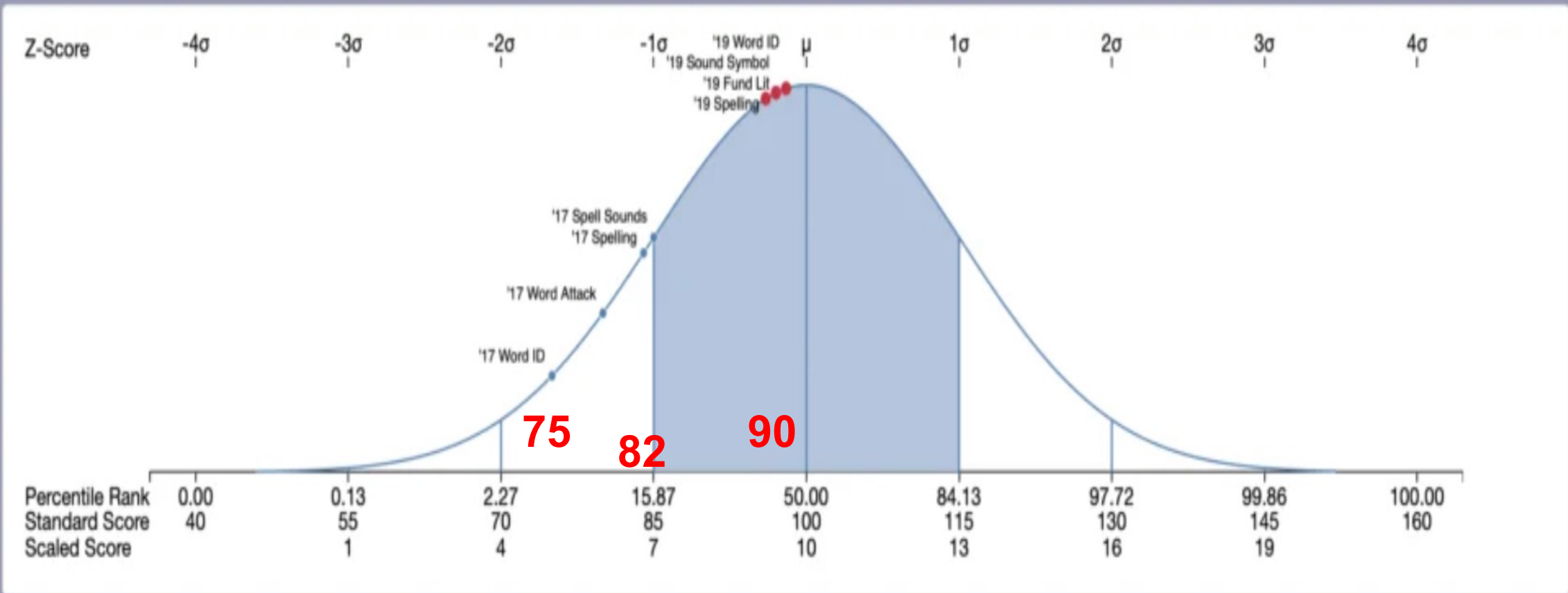
Participants:

- 8 students aged 7-17 with severe reading disabilities
- 8 students age-matched with typical reading

Elements of the Instructional Intervention:

- phonemic awareness
- Systematic/explicit phonics
- extended reading (connected text)

Results:

- Word reading originally at or below the 18th percentile improved to be between the 38th and 60th percentiles
- **This occurred in 8 weeks**

The average gain of participants in this study was approximately *25 standard score points*

Simos et al. (2002), Dyslexia-Specific Brain Activation Profile Becomes Normal

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"Word reading difficulties most likely represent variations in development that can be reversed by means of reading intervention targeting phonological processing and decoding skills. The implications of these findings for education are clear.

Instruction seems to play a significant role in the development of neural systems that are specialized for reading. When provided with appropriate and sufficiently intense instruction, reading difficulties can be overcome in many children."

40 students selected to receive reading interventions.

After careful analysis of student assessment data, a cohort of 40 students were selected from the lowest 30th percentile of 7th graders to receive in-person interventions 4 times a week. All students selected achieved performance level 1 or 2 on the state test the prior spring.
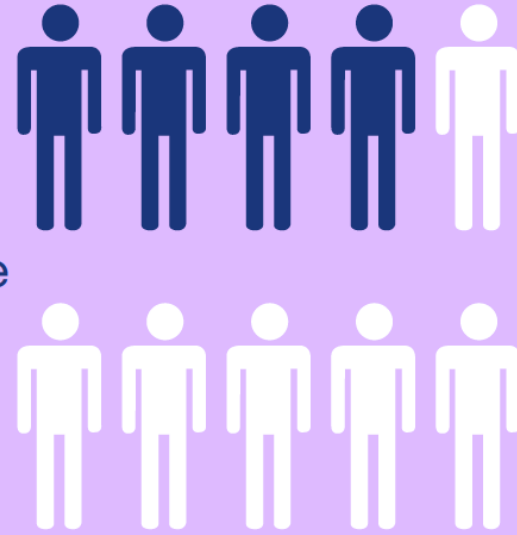
September - October 2023
2 MRC Staff Members provided **675 minutes** of intervention/tutoring per student for a total of over a **5 week period.** Students attended **small group** intervention sessions **4 days a week for 45 min.**

Students enrolled in *treatment/intervention groups* made *double the gains* compared to students in the *control group* who received no intervention or school-based intervention.

Average Academic Growth
8.4
months
(*From End-of-Year State Assessment to October 2023*)

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HQIM provides a strong foundation to support inclusive core instruction.

Tier I Core Instruction

Intervention and/or Enrichment

Core HQIM with differentiation, language supports, and scaffolds

HQII** based on student needs and aligned to the Science of Reading

*HQIM – High-Quality Instructional Materials; **HQII – High-Quality Instructional Interventions

*A dedicated block of time **(outside of Tier I instruction)***

Recommended Time Allocation

- 60-90 minutes outside of reading block

- 2 adult-led groups (utilize all support staff)

Sample Stations (students see 2 rotations per day)

- **Just Right:** based on Tier I Core remediation data (adult-led)

- **GAP:** interventions based on screener and diagnostic data (adult-led)

- **Technology** (prescriptive, adaptive digital programs)

- **Independent** (teacher autonomy such as writing, vocabulary, spiral review, etc. based on data)
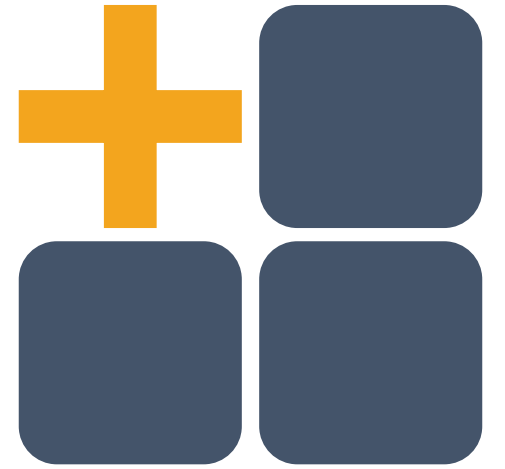
Completing an internal master scheduling audit helps district and school leaders **make informed decisions about the allocation of resources** to improve instruction for reading success.

Intentionality LEADS to productivity!

- Do you roll over your schedule each year and make the students fit into the current schedule?

- Do you start with a blank slate each year and design the schedule to fit the students?

- Do you use data to design an instructional schedule that fits the needs of the students assigned to your buildings?

- Are there pockets of wasted time in your schedule?

- Devote time to high-quality core instruction grounded in the science of reading

- Allocate time for teachers to engage in professional learning focused on early literacy instruction

- Allocate time, as a leader supporting early literacy structures and strategies, to engage in professional learning
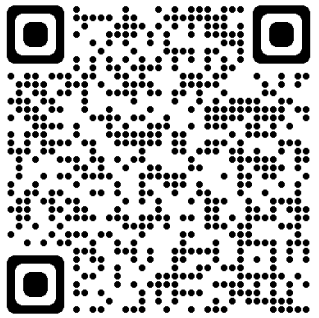
The Big Rocks:
Priority Management for Principals

- Multi-Tiered Systems of Support (MTSS) is a school-wide framework for implementing effective instruction. MTSS involves efficiently targeting instruction to student needs based on **universal screening and diagnostic assessments.**

- School and district teams use assessments in a data-based, decision-making process to build a system of **increasingly intensive instructional supports that are customized to fit the needs of the students.**

- It is a **comprehensive system** whereby ineffective practices are strategically abandoned, and **proven practices are prioritized**.
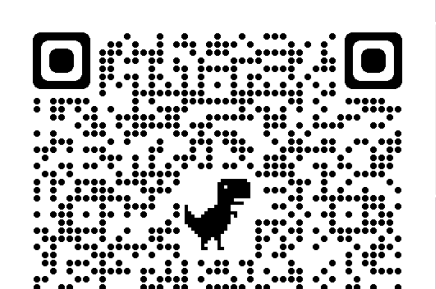
- Universal screening assessments provide an especially critical "first look" at individual students.

- Diagnostic assessments provide in-depth information about individual student's particular strengths and needs for intensive interventions.

- It is important to use results from diagnostics and screeners in a manner that helps to identify the **starting point for intensive, individualized intervention (outside of the Tier I block)**.
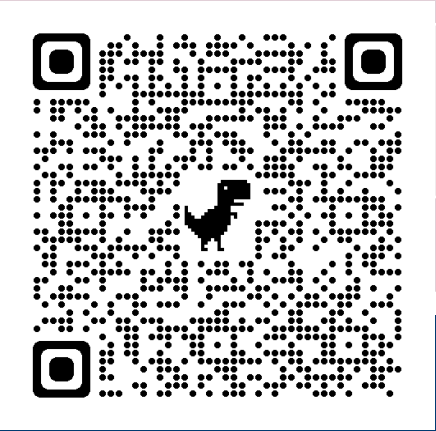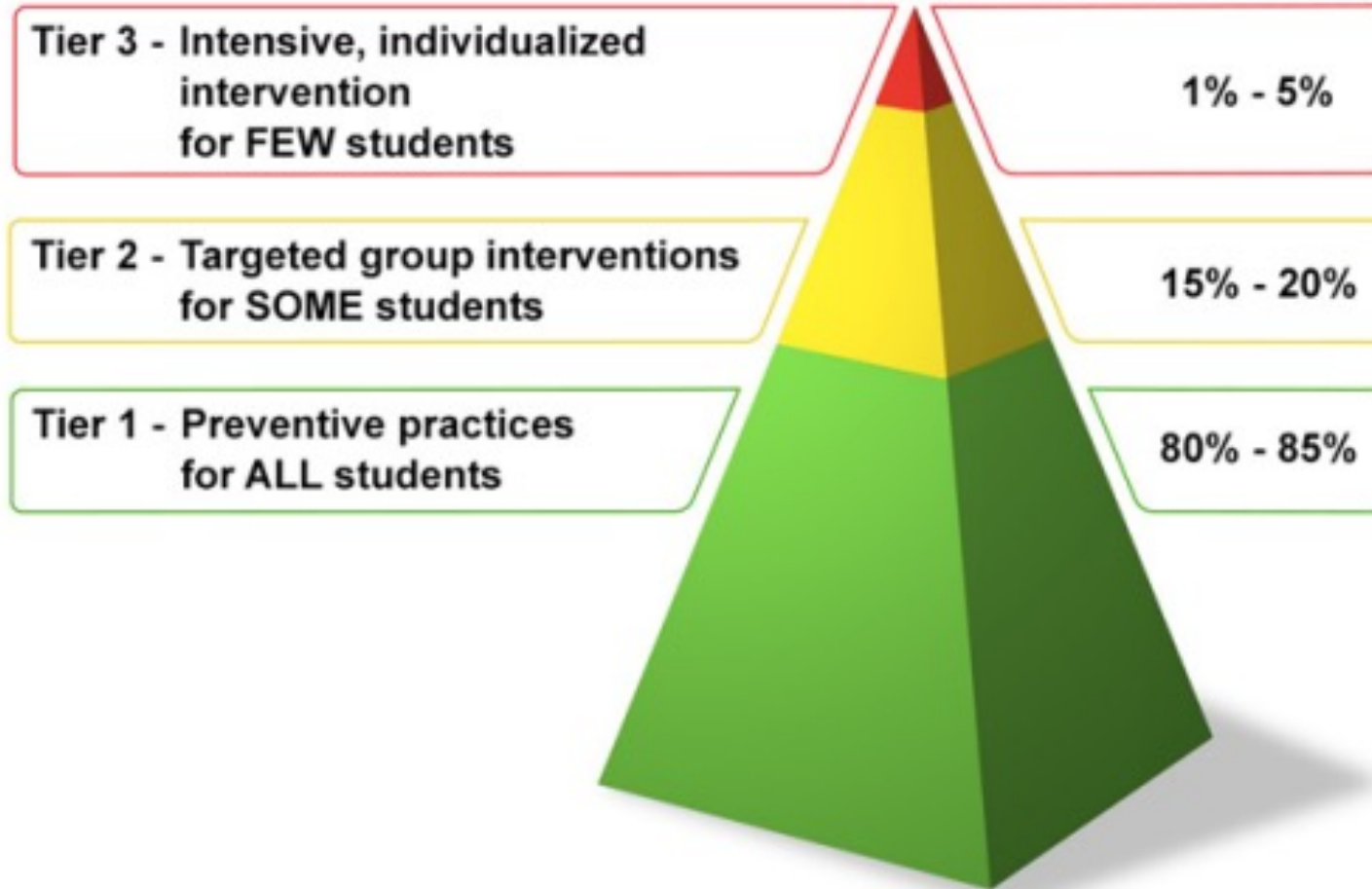
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Administer a State-Approved Screener

- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) (Grades K-12)
- i-Ready (Grades K-12)
- Istation Indicators of Progress (ISIP) (Grades K-5)
- mCLASS Reading 3D (Grades K-3)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)

If... Below Benchmark in Foundational Skill(s)

Then... Administer a foundational skills diagnostic assessment aligned to an endorsed or MS approved reading intervention and begin the reading foundational skills intervention.

(ex. Administer the Phonics First diagnostic assessment, and begin the intervention based on the outcome as indicated)

If... Below Benchmark in Language Comprehension Skill(s)

Then... Administer a language assessment aligned to a MS approved reading intervention. This may include oral language, vocabulary, syntactical, awareness, and building background knowledge.

If... At or Above Benchmark

Then... Focus on improving grade level word recognition and language comprehension skills at Tier I and remediate as needed.

Scan for MDE Universal Screener Guidance

Core HQIM Tier I Instruction	MDE Approved Intervention	Additional Intervention Resource(s)
Into Reading	SPIRE	
myView	Reading Horizons	Phonics First
Wit & Wisdom (with Fundations		AIM: Pathways to Structured Literacy
	SIPPS	Magnetic Reading K-2
Wonders	Lexia CORE 5 Literacy (Foundational Skills)	Phonics for Reading
EL		
CKLA		Rewards (Multi-syllabic words and vocabulary)
		Phonics Boost/Blitz (Really Great Reading)

Scan for MDE approved interventions

Tier 3 - Intensive, individualized intervention
for FEW students

1% - 5%

Tier 2 - Targeted group interventions
for SOME students

15% - 20%

Tier 1 - Preventive practices
for ALL students

80% - 85%

What shifts need to be made during your Tier I Literacy Block structure that will positively impact long-term Tier II and III needs ?

TABLE TALK

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HQIM workshops

Scan for Mississippi Instructional Materials Matter

https://www.mdek12.org/HQIM

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- Review Tier I small group instructional materials in your HQIM
- Understand how to best structure the daily and weekly reading block schedule for your HQIM implementation of whole group and small group instruction
- Discuss how to assess and group students using your HQIM
- Determine what routines should or could be at the teacher table
- Overview additional supports within your HQIM for other subgroups of students
- Explore the available administrative resources provided in the curriculum

Scan to access the full document

AIM INSTITUTE
for Learning and Research

AIM Institute for Learning and Research appreciates and encourages differentiation of professional learning for participants. The coursework levels offered in the **2023-2024** school year through AIM's learning management system are designed to deliver proven research and evidence-based content.

Level 1
Pathways to Proficient Readers (general education teachers, reading specialists, special education teachers, and any teacher with struggling readers in upper grades)
Pathways to Literacy Leadership (building and district level administrators)
Level 2
Pathways to Structured Literacy (participants who have completed PPR or PLL)
Pathways to Structured Literacy with Practicum *(acceptance by application only)*
Level 3
Pathways to Proficient Writing (general education teachers, reading specialists, special education teachers, and any teacher with struggling readers in upper grades)

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80% of teachers AND ALL school leaders attend and complete statewide literacy professional development (e.g., AIM Pathways to Proficient Reading).

Teachers are provided professional development at the school level **AND** have the opportunity to work with colleagues in PLCs on topics related to Structured Literacy

Students have access to high-quality instruction and high-quality instructional materials aligned to the science of reading at Tier 1.

The school culture reflects the changes made to instruction.

Universal Screener, K-Readiness, **and/or** 3rd grade MAAP ELA data show significant reading growth.

MISSISSIPPI DEPARTMENT OF EDUCATION

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