

**Course Name:** Reading Practicum  
**Course Number:** EDUC 375-20  
**Semester:** SPRING 2023

**Instructor:**

Name: Stephanie Edgren  
Office - Penn Hall 110A  
Office phone - 641-673-1334  
Email - [stephanie.edgren@wmpenn.edu](mailto:stephanie.edgren@wmpenn.edu)

**Office hours**

Monday - Zoom by appointment  
Tuesday - 12:00-3:30  
Wednesday - 11:00-3:30  
Thursday - Zoom by appointment  
Friday - 1:00-3:30  
\*Additional times arranged by appointment

**Zoom Link:** <https://wmpenn.zoom.us/j/86448568910?pwd=d3RYUVFQSFA2b09UeXB0TGdYYW55QT09>

**Course Location:** Scheduled Zoom meetings and Practicum Experience in a local school

**Time:** 40-hour practicum in a local school during the Spring semester

- Work with the cooperating teacher
- Face-to-face with children
- Arranged times with the cooperating teacher
- Zoom sessions as noted on the syllabus

**Textbook(s):**

- REQUIRED for K-8 and 5-12 Reading Endorsements
  - Hasbrouck, J. (2020). [\*Conquering Dyslexia: A Guide to Early Detection and Intervention for Teachers and Parents\*](#). New Rochelle, NY: Benchmark Education. ISBN 9781078613972.
- Recommended for K-8 Reading Endorsement
  - Spear-Swerling, L. (2022). [\*Structured Literacy Interventions: Teaching Students with Reading Difficulties, Grades K-6\*](#). New York, NY: Guilford Press. ISBN 978146254878.
  - Wanzek, J., Al Otaiba, S., McMaster, K (2019). [\*Intensive Reading Interventions for the Elementary Grades\*](#). New York, NY: Guilford Press. ISBN 9781462541119.
- Recommended for 5-12 Reading Endorsement:
  - Murphy, J., & Murphy, D. (2018). [\*Thinking Reading: What every secondary teacher needs to know about reading\*](#). Melton, Woodbridge (UK): John Catt Educational Ltd. ISBN 9781911382683.

**William Penn University Mission Statement**

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.

This course supports the William Penn University Mission by helping students fulfill the following University Principle, Goal, and Program Objective

WPU Principle	Ed Conceptual Framework	Education Goals	Program Objective	Course Objective
<b>Simplicity</b>	Reflective Practitioners	We will make logical, reflective decisions in classrooms based upon	Students will be able to focus on essential ideas and values	Students will be able to display simplicity by being reflective

		formative and summative assessments.	through reflective practices	teachers throughout interactions
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### Course Objectives

Objective Students will be able to:	Delivery Methods How students are expected to learn. How they will be taught.	Outcome How will you know the students have learned or achieved the outcome?	Artifact (tests, papers, projects, etc.)
Students will be able to display simplicity by being reflective teachers throughout interactions.	<input type="checkbox"/> 40-hour practicum in a school <input type="checkbox"/> Content taught during Zoom sessions	<input type="checkbox"/> Reflective comments displayed in practicum journals <input type="checkbox"/> 80% or better on assignments <input type="checkbox"/> Participation in discussions during Zoom sessions and Forum Posts	<input type="checkbox"/> Journal entries <input type="checkbox"/> Dyslexia Research paper <input type="checkbox"/> Case Study <input type="checkbox"/> Reflections on assigned readings <input type="checkbox"/> Disposition and evaluations by cooperating teacher

### William Penn University Division Mission

Developing Effective Educational Leaders

### William Penn University Education Division Vision

William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

### The William Penn University Education Division Develops Effective Educational Leaders who are:

- Knowledgeable teachers  
In content and pedagogical strategies
- Skilled teachers  
In delivery and leadership in diverse educational communities
- Dispositionally Effective Teachers  
In professional behavior, initiative, reflection, and problem-solving

**Course description – EDUC 375 Reading Practicum** - Students in this course will apply knowledge of reading theory and methods. Students engage in a practicum experience where they will assess students' reading abilities and provide appropriate intervention. 3 credit hours

- Prerequisites: EDUC 203, EDUC 370 & FE, EDSP 360
- Course Purpose: Reading Practicum is a clinical experience for students working toward a K-8 or 5-12 Reading Endorsement. Practicum students will work with a consistent group of children for a minimum of 40 hours, in a school under the supervision of a cooperating teacher who has a reading endorsement. Students are expected to synthesize what they have learned in all other reading and language arts courses required for the reading endorsement.

### Professional Standards

In keeping with the university's foundational concepts of leadership, ethical practice, a lifetime of learning, and commitment to service, and with the education division's mission and goals, the following objectives have been chosen for this course.

- [The Iowa Teaching Standards](#) and [InTASC Standards](#)
- [Iowa K-8 and 5-12 Reading Endorsement Competencies](#) (See table below)

Iowa K-8 and 5-12 Reading Endorsement Competencies	Delivery Methods	Evaluation Methods
The range of research encompasses research traditions from the fields of the social sciences allowa Reading Competencies for K-8 and 5-12 Reading Endorsementsnd other paradigms appropriate for informing practice.		

A. Foundations of Reading	Delivery Methods	Evaluation Methods
1. The practitioner demonstrates knowledge of the psychological, sociocultural, motivational, and linguistic foundations of reading and writing processes and instruction.		
2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including the analysis of scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice, and also definitions of reading difficulties including but not limited to dyslexia.	Reading practicum	Journals Case study Dyslexia research paper
3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge. <b>The above implies knowledge of:</b> curricular standards, student interests, motivation, and background knowledge	Reading practicum RISE Workshop	Coop teacher assessment of knowledge and performance RISE Workshop Assessment
B. Reading curriculum and instruction	Delivery Methods	Evaluation Methods
1. The practitioner demonstrates knowledge of designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading and contains a wide range of texts	Reading practicum	Coop teacher assessment of knowledge and performance.
2. The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties.	Review of major components of reading. Reading practicum	Coop teacher assessment of knowledge and performance Dyslexia research paper
3. The practitioner demonstrates knowledge of grouping students, selecting materials appropriate for learners with diverse abilities at various stages of reading and writing development, differentiating instruction to meet the unique needs of all learners, including students with dyslexia, offering sufficient opportunities for students to practice reading skills, and providing frequent and specific instructional feedback to guide students' learning.	Reading practicum	Coop teacher assessment of knowledge, performances Dispositions Journals Case study Dyslexia research paper
4. The practitioner demonstrates knowledge of designing instruction to meet the needs of diverse populations, including populations in urban, suburban, and rural settings, as well as for students from various cultural and linguistic backgrounds.	Reading practicum	Coop teacher assessment of knowledge, performances Dispositions Journals Case study
5. The practitioner demonstrates knowledge of creating a literate physical environment which is low-risk, supports students as agents of their own learning, and supports a positive socio-emotional impact for students to identify as readers.	Reading practicum	Coop teacher assessment of knowledge, performances Dispositions Journals

<b>C. Reading Assessment, diagnosis and evaluation</b>	<b>Delivery Methods</b>	<b>Evaluation Methods</b>
1. The practitioner understands types of reading and writing assessments and their purposes, strengths, and limitations	Reading practicum	Case study
2. The practitioner demonstrates knowledge of selecting and developing appropriate assessment instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification, screening, and diagnosis of all students' reading proficiencies and needs including knowledge of the signs and symptoms of dyslexia and other reading difficulties.	Reading practicum	Coop teacher assessment of knowledge, performances Dispositions Journals Dyslexia research paper
3. The practitioner demonstrates knowledge of assessment data analysis to inform, plan, measure, progress monitor, and revise instruction for all students and to communicate the outcomes of ongoing assessments to all stakeholders.	Reading practicum	Coop teacher assessment of knowledge, performances Dispositions Journals
4. The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.	Reading practicum	Coop teacher assessment of knowledge, performances Dispositions Journals
<b>D. Reading in the content areas.</b>	<b>Delivery Methods</b>	<b>Evaluation Methods</b>
1. The practitioner demonstrates knowledge of morphology and the etymology of words, along with text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.		
2. The practitioner demonstrates an understanding of reading theory, knowledge, and a variety of research-based strategies and approaches to provide effective literacy instruction into content areas.		
3. The practitioner demonstrates knowledge of integrating literacy instruction into content areas for all students, including but not limited to students with disabilities, students who are at risk of academic failure, students who have been identified as gifted and talented, students who have limited English language proficiency, and students with dyslexia, whether or not such students have been identified as children requiring special education under chapter 256B	Reading practicum	Coop teacher assessment of knowledge and performance Dyslexia research paper
<b>E. Language Development</b>	<b>Delivery Methods</b>	<b>Evaluation Methods</b>
The practitioner uses knowledge of oral language development, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics, and the relationship of these components to typical and atypical reading development and reading instruction, cognitive academic language development, oral and written language proficiency (including second language development), acquisition of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.	Reading practicum	Attendance record Hands-on activity Coop teacher assessment of knowledge, performances Dispositions Journals Case study
<b>F. Oral Communication Instruction</b>	<b>Delivery Methods</b>	<b>Evaluation Methods</b>
1. The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.		

2. The practitioner uses effective strategies for facilitating the learning of Standard English by all learners.	Reading practicum	Timesheet Coop teacher assessment of knowledge, performances Dispositions Journals Case study Hands-on activity
<b>G. Written communication</b>	<b>Delivery Methods</b>	<b>Evaluation Methods</b>
The practitioner uses knowledge of reading-writing-speaking connections; the writing process to include structures of language and grammar; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational, and descriptive; and the connections between oral and written language development to effectively teach writing as communication.	Reading practicum	Timesheet Coop teacher assessment of knowledge, performances Dispositions Reflective journals Hands-on activity Case study
<b>H. Children's nonfiction and fiction</b>		
1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and non-print materials;		
2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and		
3. Matching text complexities to the proficiencies and needs of readers.		
<b>I. Practicum</b>	<b>Delivery Methods</b>	<b>Evaluation Methods</b>
1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.	Reading practicum	Time Log Cooperating teacher assessment of knowledge, performances, and dispositions Journals Case study
2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.	Reading practicum	Time Log Coop teacher assessment of knowledge, performances, and dispositions Journals Lesson Evaluations Hands-on activity Case study
<b>Iowa Teaching Standards Met through the Practicum experience</b> <b>Standard 1</b> - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals <b>Standard 2</b> - Demonstrates competence in content knowledge appropriate to the teaching position <b>Standard 3</b> - Demonstrates competence in planning and preparing for instruction <b>Standard 4</b> - Uses strategies to deliver instruction that meets the multiple learning needs of students		

**Standard 5** - Uses a variety of methods to monitor student learning

**Standard 6** - Demonstrates competence in classroom management

**Standard 7** - Engages in professional growth

**Standard 8** - Fulfills professional responsibilities established by William Penn University and the school districts in which students complete their field experiences

### Course Requirements

- While the Reading Practicum requires a minimum of 40 clinical hours over a minimum of 15 days, it is very acceptable and highly recommended for practicum students to extend the practicum over a longer time period. This is especially helpful in completing the case study. Practicum students must spend a minimum of 12 sessions working with a case study student while accumulating the hours needed for the completion of this experience. Students may count no more than 2 hours of planning as part of their 40 hours.
- During the school year, practicum students will work with struggling readers, so placement will be with a Title I Reading Teacher/Reading Interventionist/Reading Specialist. This may be in a pull-out or push-in model. During the summer semester, practicum students will work with struggling readers attending summer school.
- Practicum students will teach small groups and one-on-one intervention lessons. Practicum students will also work with one struggling reader for a case study. The practicum student will assess the case study student's reading abilities and provide appropriate interventions over a minimum of 12 sessions.
- Practicum students will complete a research paper on dyslexia, lesson plans with reflections, 4 journals, reading response assignments, and other assignments as listed on the syllabus.
- Practicum students will teach the majority of the time during the practicum. A minimum of 3 lessons will be formally evaluated by the cooperating teacher, one of the 3 lessons may also be evaluated by the WPU Professor.
- Students are responsible for submitting all required documentation to pass this course.
- Students are expected to be engaged and actively participate in all Zoom sessions during the semester.

### Assignments at a Glance This is subject to change.

<b>Documentation:</b> All documents must be <u>signed</u> by the cooperating teacher and submitted in Moodle by the student. Failure to submit the completed documents in Moodle will result in not passing the course.	<b>Points</b>
• Practicum Approval	5
• Time Log (40 hours minimum)	5
• WPU Disposition	5
• Cooperating Teacher Final Evaluation of WPU Student	5
<b>Assignments</b>	
• Introduction Letter to Student Families	20
• 3 Lesson Plans with Reflections and CT Lesson Evaluations (100 points each)	300
• RISE Literacy Workshop (Must receive 70% or higher)	100
• Understanding & Observing the Literacy Skills Associated with Dyslexia Module - Iowa Reading Research Center eLearning	100
• 4 Response Assignments (100 points each)	400
• 4 Journals (100 points each)	400
• Thank-you card for your Cooperating Teacher	20
<b>Research:</b> A final grade of C or better is required for these 2 assignments to pass EDUC 375	
• Case Study - Part I	55
• Case Study - Part II-III	295
• Case Study - Parts I-IV	600
• Dyslexia Research Paper	600



Attendance & Engagement	
16 Weeks (2 points each week)	32
<b>Total Points</b>	<b>2942</b>

## Policies

Policies are created for the smooth running of the class. Education majors are also preparing for a career that requires a certain level of professionalism. This professionalism is practiced in courses and reported on dispositions. Disposition components include Professionalism, Initiative, and Reflect and Problem-Solve.

- **Attendance & Engagement:** Students are expected to attend all Zoom meetings, be on time and stay for the entire meeting, and be actively engaged during class without exception. Students must be on screen. Students will not earn attendance and engagement points if driving or at a location where they cannot fully participate.
  - **Excused Absences:** Students with excused absences (verified through documentation submitted to the instructor) will be allowed to make up classwork, tests, or quizzes, and turn in work that was due on the day s/he was absent and will not be penalized for missing class. Students will not be penalized for missing class for university-sponsored events provided the event is verified through proper channels (e.g., email from a coach or even sponsor).
  - **Unexcused Absences:** Students will not earn attendance and engagement points for unexcused absences. Two unexcused absences will result in the final grade being reduced by 1 full letter grade. Three or more unexcused absences will result in failure of the course. Appointments will not be considered excused and should be scheduled outside of class time.
  - **Tardy/Leaving Early:** Students who are tardy or leave class early will not earn full attendance or engagement points for the class. Repeated tardiness/leaving early the final grade being reduced by 1 letter grade.
  - **Engagement:** Student engagement and active participation are critical to the learning process. To be successful in this course, it is essential that you keep current with readings and assignments, are engaged, and participate in all class discussions and activities. Engagement is measured by participation, preparation, and classroom etiquette. Students not participating in-class activities will not earn attendance and engagement points.
  - **Practicum Attendance:** Perfect attendance at the school site is an expectation of the practicum. If a student is *sick* or has an *emergency* and must miss the scheduled clinical experience, it is the student's responsibility to contact the cooperating teacher **and** the College Instructor with as much advanced notice as possible. Time missed must be made up at an agreed-upon date with the cooperating teacher.
  
- **Cell Phone Policy:** The use of cell phones during class is strongly discouraged.
  
- **Clinical Experience Policies Per Guidebook:** The William Penn University Education Division requires a number of clinical experiences; opportunities to work with students and teachers in local schools. While each professor will designate specific requirements for their class, students participating in clinical experiences should:
  1. Dress and groom professionally
  2. Adhere to the school district and building policies
  3. Exhibit appropriate conduct
  4. Follow the established observation schedule, notify the professor and cooperating teacher if problems arise
  5. Complete assigned tasks accurately and in a timely fashion
  6. Be responsible for returning time logs and signed evaluation sheets to the University professor
    - All method field experiences in Benchmark II and endorsement-specific practicums candidates will be placed with cooperating teachers who have at least a standard license. The university placement coordinator or faculty member will work closely with the K-12 administration to find appropriate placements with cooperating teachers who hold a correct endorsement in the content area specified for the field experience.

- [Time Log for Reading Practicum](#) (Ch. 79.14) & [Distance Education Field Experience Information](#)
- Field placements must include a variety of grade levels and schools to gain [diverse experiences](#). The experiences listed below are required by the state of Iowa.

Course-work Aligned	Hours	<p style="text-align: center;"><b>Type of Candidate Involvement &amp; Placement</b>  <b>79.14(6) b. c</b>  All placements must be with a cooperating teacher who holds a standard license.  Paraeducators may complete the placement within the district working.  If a diverse experience is needed the placement may be made in another district.</p>	<p style="text-align: center;"><b>Supervision and/or Feedback to Candidates</b>  *Items instructor submits to Education Office for candidate file</p>
<b>EDUC 375</b>  Reading Practicum	40	<p><b>Expectations</b> - Candidates will prepare, teach and assess lessons in the Reading classroom</p> <ol style="list-style-type: none"> <li>1. Candidates must fill out a Placement Request Form and submit it to the DL Placement Coordinator.</li> <li>2. Paraeducators may complete these hours with a qualified Title I /Reading Interventionist cooperating teacher in the district in which they work.</li> <li>3. Candidates who are subbing <b>may not</b> do it in the assigned room in which they are subbing, but <b>must be placed with a qualified cooperating teacher</b>.</li> <li>4. Licensed teachers who are on a Class B License may complete it on the job.</li> </ol>	<p><u>Cooperating Teacher Feedback</u>  Time log*  Disposition*  CT Evaluation*  3 Formal lesson evals.</p> <p><u>Instructor Feedback</u>  Journal reflections  Reflection Paper</p>

- **Assignments:** Students are expected to complete and turn in **all** assignments on time.
  - o **All assignments are due by the due date on the syllabus schedule.**
  - o **All assignments and documents must be submitted to pass EDUC 375!**
  - o All assignments should be uploaded to Moodle unless otherwise noted. Assignments emailed to the instructor will **not** be accepted unless the instructor has granted prior approval.
  - o **Late work:** Students are expected to complete and turn in all assignments **on time**. Work submitted late will not receive full credit. The point deduction is at the discretion of the instructor. Work submitted more than 5 days late may receive no points. Keep in mind that a grade of C- or better is required to pass this course. Assignment extensions may be granted without a grade penalty when warranted at the discretion of the instructor.
  - o **Athletes/School Sponsored Activities:** All assignments should be submitted before the university excused absence.

- **Grading**

The course instructor reserves the right to use evaluations and feedback from the cooperating teacher, the quality and completion of all course assignments, submission of required documents, as well as engagement and professionalism demonstrated in order to determine the student's final grade. A grade of C- or better is required to pass this course.

Percentage of Points	Grade		Percentage of Points	Grade
93-100	A		73-76	C
90-92	A-		70-72	C-
87-89	B+		67-69	D+
83-86	B		63-66	D
80-82	B-		60-62	D-
77-79	C+		<60	F

- **Academic honesty:** Students at William Penn University are assumed to hold academic honesty in high regard. Cheating and plagiarism will not be tolerated, and all students will be held to the Student Conduct



Code as described in the Student Handbook. Depending on the severity of the plagiarism in the assignment, I reserve the right to fail the student for the assignment or the entire course.

- **Disabilities:** Disabilities: Students with disabilities who believe they may need accommodations in this class should contact Dr. Noel C. Stahle, Coordinator of Services for Students with Disabilities, as soon as possible, to verify your status and provide you with appropriate assistance. 641-673-1010.
- **Respect:** Students are expected to use respect when communicating with their professors, and peers, as well as with all staff at their practicum school site. Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (rude, sarcastic, obscene or disrespectful speech or disruptive behavior) will be penalized or removed from class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.  
**Respect statement:** While the Education Division faculty and staff work hard to show respect for all, we may unknowingly say or do something that is unclear or offends you. If you have concerns regarding the content or the nature of instruction provided in this class, please demonstrate professionalism by scheduling an appointment to discuss these matters with the instructor.
- **Email Professionalism:** When communicating via email include the course number and/or topic of email in the subject line. Keep email communication professional and formal/semi-formal. If the course has more than one instructor, emails should be addressed to all instructors. The professor reserves the right not to respond to emails that are not respectfully written.
- **Disposition:** If a concern occurs regarding student disposition, [an Evaluation of Disposition Form](#) will be filled out, consulted with the student, and submitted to the Education Office for student file.
- **Professional Behavior:** As students in this class are preparing to teach and work with in-service teachers and students, they will be expected to demonstrate professional behavior. Please review the Model Code of Ethics for Educators. [https://www.nasdtrec.net/page/MCEE\\_Doc](https://www.nasdtrec.net/page/MCEE_Doc) Violations of professional behavior will be addressed with the WPU Instructor and possibly other WPU Faculty as warranted.
- **Online Course Civility Statement:**  
Because this class needs to be a participatory community if students are to fulfill their potential for learning, there are some expectations required of you:
  1. You MUST have a working microphone and webcam
  2. You need to eliminate as many distractions around you as possible. This can mean being in a room within close proximity to a loud television or children playing. If it's distracting to you, remove yourself from the location and try a different location.
  3. When it is your turn to speak either to the whole group or during breakouts, you need to be sure we can hear you-please move away from any background noise if possible.
  4. You MUST participate in small groups/breakouts when put into those learning communities. They will be monitored. If you choose to not participate, participation/attendance points will be deducted.
  5. When using the chat pod during class, the discussion should be directly related to the topic being discussed by the instructor or current speaker. Students who disrupt the community by their words or actions (rude, sarcastic, obscene, or disrespectful speech or disruptive behavior) will be penalized or removed from class.

#### Academic calendar

- **Adding/Dropping courses:** **January 6** is the last day on which you can add an online course for the 1<sup>st</sup> 8-week module. **January 20** is the last day on which you can add/drop any 1<sup>st</sup> 8-week & Full-Term courses. **March 10** is the last day to add online course for the 2<sup>nd</sup> 8-week module. **March 24** is the last day to add/drop a course for the second 8-week module.
- **Withdrawing from courses:** If you withdraw from a course on or before **February 16** for 1<sup>st</sup> 8-week module; **March 28** for Full-Term courses; and **April 18** for 2<sup>nd</sup> 8-week module, the course will appear on your transcript with a grade of "W". (This does not affect your grade point average.)

**Student Success Center Tutoring Office Information:**

The Student Success Center is located in the Student Union. It is open for business Mon-Fri 10-2 and Sun-Thurs 6-10 pm. The tutors are ready and able to help you with your assignments. The email is [dltutoring@wmpenn.edu](mailto:dltutoring@wmpenn.edu). Feel free to request a Zoom session as well! Darrell Mackaig is the Student Success Program Director. He may be reached at 641-673-2172. The Education Collaboration Center {ECC} is also open 5-8 Sunday-Thursday for your access to computers and materials. The ECC is a good place to work on education projects.

**Course Schedule**

This schedule is subject to change. Announcements of any changes will be made during class, on Moodle, and by William Penn University email. It is the student's responsibility to get information from any class s/he may miss. **Assignments with due dates are due on the date listed by 11:59 pm**

## Important Information

### Prior to starting your practicum hours:

- Complete Practicum Placement Request (Nicole Lindenman, Placement Coordinator)

Once you receive confirmation of placement from Nicole, email your cooperating teacher ASAP to set up a time to meet either in person, preferred, or via Zoom if necessary..

- Review expectations
- Determine your schedule

### Submit prior to starting your practicum hours

- Practicum Approval
- Cooperating Teacher Information Google Form

### Submit within the 1st week of starting your practicum hours:

- Introduction Letter to Student Families

### Assignments with specific due dates:

- Response Assignments
- Dyslexia Research Paper
- Case Study

### Submit as completed during the semester:

- RISE Workshop Certificate
- 4 Journals - Email instructor when Journal #1 is submitted.
- 3 Lesson Plans with Reflections along with the 3 Formal Lesson Evaluations  
Points will be deducted on journals and lessons if they are not submitted throughout your 40 hours.

### Submit no later than April 30th

- Resubmit - Practicum Approval
- Time Log
- WPU Disposition
- Cooperating Teacher Final Evaluation
- Thank You Card for your Co-op Teacher

WPU Preservice students are expected to demonstrate professional behavior, initiative and reflect and problem-solve as described on the [WPU Disposition](#). If you have questions about assignments, content, or anything related to this course, take the initiative and problem-solve professionally.

1. Check Moodle
2. Check assignment directions
3. Ask a peer
4. GTS it - Google that stuff
5. If your question pertains to your specific situation or you've exhausted your resources and still have a question, email the instructor.

**College Level Writing** is expected on all assignments. This means correct spelling, punctuation, capitalization, and grammar. I strongly encourage you to use Grammarly and have someone proofread your work.

Date	Schedule	Due - Tuesdays by 11:59 pm unless otherwise noted
Week 1 1/16-1/22	<b>Tuesday, January 17th - Zoom meeting #1 @ 4:15-5:15 OR 5:30-6:30 pm</b>	

	<p>Topics: Review course expectations, requesting placements, response assignments, and RISE workshop</p> <ul style="list-style-type: none"> <li>☐ Complete Get To Know You Survey</li> <li>☐ Complete Placement Request</li> </ul>	
Week 2 1/23-1/29	<ul style="list-style-type: none"> <li>☐ Set up RISE Workshop account</li> <li>☐ Work on Preparing For Your Practicum tasks in Moodle</li> <li>☐ Write a rough draft introduction letter to send home with students</li> <li>☐ Begin coursework assignments</li> </ul>	<p><b>Due Tuesday 1/24 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>☐ K-8 Response #1 <a href="#">Working with Struggling Readers</a></li> <li>☐ 5-12 Response #1 <a href="#">Structured Literacy &amp; Teaching Secondary Struggling Readers</a></li> </ul>
Week 3 1/30-2/5	<ul style="list-style-type: none"> <li>☐ <b>Read descriptions on Moodle &amp; assignment directions for the following:</b> Dyslexia Research Paper, Journals, Lessons &amp; Case Study. Note any questions you have to ask at Zoom #2</li> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignments</li> </ul>	<p><b>Due Tuesday 1/31 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>☐ K-8 Response #2 <a href="#">Structured Literacy &amp; Intensive Reading Interventions</a></li> <li>☐ 5-12 Response #2 <a href="#">Middle and HS ELLs</a></li> </ul>
Week 4 2/6-2/12	<p><b>Tuesday, February 7th - Zoom meeting #2 @ 4:15-5:15 OR 5:30-6:30 pm</b></p> <p>Topics: Review expectations for Dyslexia Research Paper, Journals, Lessons &amp; Case Study</p> <ul style="list-style-type: none"> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignments</li> </ul>	
Week 5 2/13-2/19	<ul style="list-style-type: none"> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignments</li> </ul>	<p><b>Due Tuesday 2/14 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>☐ <a href="#">Case Study Part I</a> Background Information</li> </ul>
Week 6 2/20-2/26	<ul style="list-style-type: none"> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignments</li> </ul>	<p><b>Due Tuesday 2/21 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>☐ <a href="#">Understanding &amp; Observing the Literacy Skills Associated with Dyslexia Module - Iowa Reading Research Center eLearning (1:50)</a></li> </ul>
Week 7 2/27-3/5	<ul style="list-style-type: none"> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignment</li> </ul>	<p><b>Due Tuesday 2/28 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>☐ <a href="#">Conquering Dyslexia Note-taking Guide</a></li> </ul>
Week 8 3/6-3/12	<ul style="list-style-type: none"> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignments</li> </ul>	<p><b>Due Tuesday 3/7 by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>☐ <a href="#">Dyslexia Research Paper</a></li> </ul>
<b>SPRING BREAK</b>		
Week 9 3/20-3/26	<p><b>Tuesday, March 21 - Zoom Meeting #3 @ 4:15-5:15 OR 5:30-6:30 pm</b></p> <p>Topic: Dyslexia legislation in Iowa</p> <ul style="list-style-type: none"> <li>☐ Complete practicum hours if scheduled</li> <li>☐ Continue with coursework assignments</li> </ul>	

Week 10 3/27-4/2	<input type="checkbox"/> Complete practicum hours if scheduled <input type="checkbox"/> Continue with coursework assignments	<b>Due Tuesday 3/28 by 11:59 pm</b> <input type="checkbox"/> <a href="#">Case Study Parts II &amp; III</a> Baseline Assessments, Results, Goals & Intervention Plan & Log (check in only)
Week 11 4/3-4/9	<input type="checkbox"/> Complete practicum hours if scheduled <input type="checkbox"/> Continue with coursework assignments	<b>Due Tuesday 4/4 by 11:59 pm</b> <input type="checkbox"/> K-8 Response #3 <a href="#">Logic of English</a> <input type="checkbox"/> 5-12 Response #3 <a href="#">Adolescent Reading Interventions</a>
Week 12 4/10-4/16	<input type="checkbox"/> Complete practicum hours if scheduled <input type="checkbox"/> Continue with coursework assignments	<b>Due Tuesday 4/11 by 11:59 pm</b> <input type="checkbox"/> K-8 & 5-12 Response #4 <a href="#">Current Reality of Reading</a>
Week 13 4/17-4/23	<b>Zoom Meeting #4 @ 4:15-5:15 OR 5:30-6:30 pm</b> <input type="checkbox"/> Topic: Reflect on Practicum & discuss Debunking the Top 10 Myths & Misconceptions in Literacy Today <input type="checkbox"/> Complete practicum hours if scheduled	
Week 14 4/24-4/30	<input type="checkbox"/> Complete practicum hours if scheduled <input type="checkbox"/> Continue with coursework assignments	<b>Due SUNDAY 4/30 by 11:59 pm</b> <input type="checkbox"/> <a href="#">Case Study Parts I-V</a> <input type="checkbox"/> Practicum documents: Time Log, CT Final Evaluation, Disposition, Thank you Notes <input type="checkbox"/> Journals and Lessons - submitted throughout the semester
Week 15 5/1-5/7	<input type="checkbox"/> Continue with coursework assignments	<b>Due Tuesday 5/2 by 11:59 pm</b> <input type="checkbox"/> K-8 & 5-12 Response #5 <a href="#">Teachers as Life-Long Learners</a>
Week 16 5/8-5/10	<input type="checkbox"/> RISE Workshop (Must score 70% or above)	<b>Due Tuesday 5/9 by 11:59 pm</b> <input type="checkbox"/> RISE Workshop Completion Certificate