



Pella, Iowa

Course name: Literacy Assessment and Intervention with Clinical
Course number: EDUC 438-A
Credits: 6
Course Location and Time: Roe 130, MWF 11:00-11:50
Semester: FALL 25
Instructor: Papae Wymore
Office: Roe 131I
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Office phone: 641-628-5372
Office hours: T 1-3 or by appointment

Required Textbook:

- Hasbrouck, J. (2020). [*Conquering Dyslexia: A Guide to Early Detection and Intervention for Teachers and Parents*](#). New Rochelle, NY: Benchmark Education. ISBN 9781078613972.
- Smartt, S. M., & Glaser, D. R. (2024). [*Next steps in Literacy Instruction: Connecting assessments to effective interventions*](#). Paul H. Brookes Publishing Co.
- Spear-Swerling, L. (2022). [*Structured Literacy Interventions: Teaching Students with Reading Difficulties, Grades K-6*](#). New York, NY: Guilford Press. ISBN 978146254878.

Recommended Texts:

- Kemeny, L. (2023). *7 mighty moves: Research-backed, classroom-tested strategies to ensure K-to-3 reading success*. Scholastic.
- Wanzek, J., Al Otaiba, S., McMaster, K (2019). [*Intensive Reading Interventions for the Elementary Grades*](#). New York, NY: Guilford Press. ISBN 9781462541119.
- Loftus, M., & Sappington, L. (2024). *The literacy 50: A Q&A handbook for teachers: Real-world answers to questions about reading that keep you up at night*. Scholastic.

Other Materials:

- [*Iowa Academic Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*](#)
- [*Quick Phonics Screener*](#)
- [*Foundations of Reading Practice Test*](#)
- FA25 Reading Clinic Google Document

EDUC 438 Reading Clinic Practicum Required

Practicum Hours: 45 hours

Practicum Location: TBA

Practicum Collaboration Meeting with Cooperating Teacher: Date/Time: TBA Practicum

Schedule: Determined collaboratively between the student and cooperating teacher

Prerequisites: EDUC 352, EDUC 354, EDUC 375 and admission to the TEACH education program

Course description: Provides instruction tailored specifically to meet the literacy needs of the individual child. The course includes the study of methods, materials, and assessment for providing meaningful reading instruction for students at all levels of reading ability, with specific attention to students with reading difficulties, such as, but not limited to, dyslexia. Clinical field experience of 45 hours is required.

Scope of Course: This hybrid course provides students with an in-depth understanding of the reading process, emphasizing the assessment and application of evidence-based strategies to support struggling readers, including those with dyslexia and other reading disabilities. The course integrates theoretical knowledge and practical experience, requiring students to participate in a 45-hour

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practicum. During this practicum, students will work closely with a cooperating teacher to design and implement targeted reading interventions, grounded in a Multi-Tiered System of Supports (MTSS) framework.

Key components of the course include:

- **Practicum Experience:** Students will work with a consistent group of children to apply reading theories and methods in real-world settings. Each student will focus on one struggling reader to create a learner profile and case study, assessing reading abilities and implementing appropriate interventions.
- **Evidence-Based Instruction:** Students will gain hands-on experience designing and delivering structured literacy lessons that address diverse learning needs. Lecture, discussions, lesson planning, reflections, journals, phonics modules, and Iowa Reading Research Center Modules will provide opportunities for skill development.
- **Research and Analysis:** Students will complete a research paper on dyslexia, deepening their understanding of reading disabilities and their instructional implications.
- **Key Topics:** The course explores challenges faced by struggling readers and equips future educators with strategies to create inclusive learning environments. Emphasis is placed on understanding and implementing MTSS frameworks, assessments and instruction to provide targeted support and interventions.

By the end of the course, students will be equipped to:

- Choose and administer appropriate reading assessments.
- Develop data-informed reading instruction tailored to students' diverse needs.
- Apply Iowa Reading Endorsement Competencies, Iowa Academic Standards and InTASC Standards to their teaching practices.

This comprehensive approach ensures that students are prepared to meet the needs of all learners while fostering inclusive and effective reading instruction.

Central College Mission: Central College is a welcoming learning community committed to vigorous and open inquiry as the best preparation for lives of integrity, creativity, and adaptability. Our students learn collaboratively with supportive educators who share a commitment to intellectual engagement, personal growth, career readiness and civic involvement.

Shaped by its Christian heritage, Central College values inclusivity, humility, kindness, and hospitality, and invites learners of all backgrounds and faiths to join us in the pursuit of knowledge, opportunity, and fulfillment.

Central College Vision Statement: Central College opens minds to knowledge, hearts to service, and doors to the future.

College of Education Mission: Central College is committed to teacher education in the Liberal Arts tradition. Our mission is to facilitate the development of prospective educators who demonstrate the highest levels of personal growth and professional achievement.

Central College Teacher Education Mission, Five-Year Focus & Vision: The Teacher Education Program at Central College is to prepare students to be highly effective, collaborative, globally and culturally aware, ethical leaders in the field of education.

Central College is committed to teacher education in the liberal arts tradition. The Central College Education Department accomplishes this with a unique developmental model, one-of-a-kind programming, and courses designed to enable students to become effective teacher leaders in PK-12 environments.

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As a liberal arts institution, we believe that a Central College education prepares each student for the journey toward discovering and reaching their highest potential. The Teacher Education program at Central adheres to the following basic principles:

1. We adhere to the idea that learning is situated; that is, how and where a person learns is a fundamental part of what is learned.
2. We believe in early, extensive, authentic, developmental experiences in PK-12 classrooms, guided by cooperating teachers and college instructors.
3. We believe historical, social, and political contexts interact with a student's personal knowledge and beliefs to create the situations in which learning to teach occurs.
4. We understand that nothing operates in isolation and pre-service student teachers' learning is dependent on a multitude of biological, psychological, contextual, and social-emotional factors.
5. We believe we must serve as a liaison between the research and actual practice of teacher education.

The Education department has designated the following areas as a primary focus, with the goal of improving training and experiences for students and staff in each. Additionally, the department is committed to seeking funding options, interdisciplinary campus relationships, and external partnerships to promote these three areas of focus.

1. **Literacy Education** - training all teachers candidates, regardless of future grade-level position, to be effective in teaching literacy
2. **STEAM** - promoting the interdisciplinary inclusion of science, technology, engineering, arts, and math content into teacher candidates's experiences and courses
3. **Special Education** - exposing all teacher candidates to research, evidence based practices, and resources for meeting the needs of all learners, in particular, those with special education needs.
4. **Early Childhood Inclusive Education** - recruiting and training pre-service teachers to be effective early childhood educators with additional training in inclusive early childhood practices

By committing to this mission, adhering to the basic principles, and focussing on literacy, STEAM, special education, and early childhood education, the Teacher Education department at Central will achieve our vision of becoming known as the premier teacher preparation program in the state of Iowa.

Professional Standards: The following objectives have been chosen for this course.

- [The Iowa Teaching Standards](#) and [InTASC Standards](#)
- [Iowa Academic Standards](#)
- [Iowa Reading Endorsement Competencies from the Iowa BOEE](#)

Course Objectives Aligned to the Iowa Reading Endorsement Competencies and InTASC Standards

Iowa K-8 Reading Endorsement Competencies and INTASC Standards met during Reading Clinic		
A. Foundations of Reading InTASC Standards # 1, 2, 3, 4	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 clinic	*In-class reflections *Journals *Learner Profile *Dyslexia research *paper *IRRC Modules
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.	*Reading clinic *RISE Workshop *Lecture *IRRC Modules	*In-class reflections *Coop teacher evaluations *RISE Workshop Assessment

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The above implies knowledge of: curricular standards, student interests, motivation, and background knowledge		
B. Reading curriculum and instruction InTASC Standards # 1, 2, 3, 4, 5, 6, 7, 8, 9	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	*Lecture *Reading clinic *IRRC Modules	*In-class reflections *Lesson plans *Lesson recording *Coop teacher evaluations
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.	*Lecture *Reading clinic *IRRC Modules	*In-class reflections *Coop teacher evaluations *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.	*Lecture *Reading clinic *IRRC Modules	*In-class reflections *Coop teacher evaluations *Journals *Learner profile *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.	*Lecture *Reading clinic *IRRC Modules	*Lesson plans *Lesson recording *Coop teacher evaluations *Journals *Learner profile *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.	*Lecture *Reading clinic *IRRC Modules	*Lesson plans *Lesson recording *Coop teacher evaluations *Journals
C. Reading Assessment, diagnosis and evaluation InTASC Standards # 4, 5, 6, 7	Delivery Methods	Evaluation Methods
1. The practitioner understands types of reading and writing assessments and their purposes, strengths, and limitations	*Lecture *Reading clinic	*In-class reflections *Learner profile *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 clinic	*Coop teacher evaluations *Learner Profile *Case study *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 clinic	*Coop teacher evaluations *Journals *Learner Profile *Case study
4. The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.	*Reading clinic	*In-class reflections *Coop teacher evaluations *Journals
D. Reading in the content areas. InTASC Standards # 4	Delivery Methods	Evaluation Methods

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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 clinic	*Coop teacher evaluations *Dyslexia research paper
E. Language Development InTASC Standard # 4, 5, 6, 7, 8	Delivery Methods	Evaluation Methods
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 clinic	*Lesson plans *Lesson recording *Coop teacher evaluations *Journals *Learner Profile *Case study
F. Oral Communication Instruction InTASC Standard # 1, 2, 3, 4, 5, 7, 8	Delivery Methods	Evaluation Methods
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 clinic	*Lesson plans *Lesson recording *Coop teacher evaluations *Journals *Learner Profile
G. Written communication InTASC Standard # 4, 5, 7, 8	Delivery Methods	Evaluation Methods
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 clinic	*Lesson plans *Lesson recording *Coop teacher evaluations *Journals *Learner Profile
H. Children's nonfiction and fiction		
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.		
I. Practicum InTASC Standards 5, 6, 7, 8, 9, 10	Delivery Methods	Evaluation Methods
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 clinic	*Coop teacher evaluations *Journals *Learner Profile *Case study
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 clinic	*Introductory Letter *Coop teacher evaluations *Journals

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		*Lesson Evaluations *Learner Profile *Case study
Iowa Teaching Standards Met through the Practicum experience Standard 1 - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals Standard 2 - Demonstrates competence in content knowledge appropriate to the teaching position Standard 3 - Demonstrates competence in planning and preparing for instruction Standard 4 - 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 Central College and the school districts in which students complete their field experiences		

InTASC Standards Met in Course

Standard 1: Learner Development (met in course) The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences (met in course) The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her potential.
Standard 3: Learning Environments (met in course) The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interactions, active engagement in learning, and self-motivation.
Standard 4: Content Knowledge (met in course) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
Standard 5: Application of Content (met in course) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem-solving related to authentic local and global issues.
Standard 6: Assessment (met in course) The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.
Standard 7: Instructional Planning (met in course) The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
Standard 8: Instructional Strategies (met in course) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
Standard 9: Reflection and Continuous Growth (met in course) The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
Standard 10: Collaboration (met in course) The teacher collaborates with students, families, colleagues, other professionals and community members to share responsibility for student growth and development, learning, and well-being.

All primary outcomes related to this course will have designated artifacts by the instructor which must

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be completed at a satisfactory level by the end of the semester. A course grade will be submitted to the registrar only when all primary competencies are verified. Verification of primary competencies in all completed courses is a condition for continuation in the Teacher Preparation Program.

Teacher Education Dispositions:

- **Professional & Ethical**
 - Demonstrates a pattern of professional dress, communication and behavior such as promptness, task completion, and honesty
 - Maintains confidentiality and honors the needs and best interests of students
 - Follows all legal and ethical expectations
- **Collaborative**
 - Interacts with others in ways that communicates respect
 - Engages in open dialogue and shows appropriate regard for the needs, ideas, and experiences of others
 - Develops appropriate relationships with peers, students, administrators, parents, cooperating teachers, and other professionals
 - Accepts personal responsibility as a collaborative group member
- **Committed Learner**
 - Demonstrates enthusiasm, commitment, and optimism for the teaching-learning process
 - Actively engages in an intellectual and participatory manner
 - Takes advantage of multiple learning opportunities in the pursuit of academic and professional goals
- **Reflective & Adaptable**
 - Exhibits an open-minded and positive attitude when receiving feedback from others.
 - Exhibits keen with-it-ness and engagement in human interactions both inside and outside the classroom
 - Adapts, adjusts, and modifies practices to meet the needs of others
 - Exhibits poise and spirit in difficult situations, enduring stress and maintaining stability in the face of disruptions or challenges
 - Uses reflection to generate potential improvements and applies outcomes of reflection to future interactions.
- **Self-Directed**
 - Demonstrates initiative and a willingness to actively pursue multiple solutions to problems.
 - Consistently performs above minimum requirements
- **Student Advocate**
 - Interacts with students in ways that consider individual differences and life experiences.
 - Models respect for all people while providing opportunities for students to hear, consider, and discuss varying viewpoints.
 - Written work, material selection, activity design, and communication reflect a consistent yet fluid understanding of the diversity in student populations
 - Acts to reduce personal biases in communication and in designing and evaluating instruction, learning, and behavior
 - Promotes awareness, understanding, and acceptance of diversity in students and families both within and outside the classroom environment
- **Facilitator/Leader of Learning**
 - Incorporates practices in teaching that reflect appropriate voice, tone, posture, verbal and non-verbal communication
 - Challenges students to think critically about content and facilitates the extension of learning experiences
 - Nurtures high expectations in self, students, and others Dispositional

Dispositional Incidents

Dispositions are a critical component to being a successful teacher and are a keystone of the Education Program at Central College. In addition to teaching and modeling dispositions, the

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Central College Education Department has adopted an incident report to be used as necessary when appropriate dispositions are not evidenced. The incident report form signifies a dispositional incident by a student in an education class or program at Central College. Each individual incident, while seemingly minor, can reflect a broader pattern of dispositional weakness, so documenting incidents is an important responsibility of the faculty members.

Types of incidents that may necessitate an incident report include:

- Missing class for unexcused reasons.
- Late or extensively remediated completion of assignment/exam/quiz
- Late arrival to class, practicum, etc.
- Non-professional dress when professional dress is expected/requested
- Issues within the CTA Program
- Non-professional language or attitude
- Incident reported from cooperating school faculty
- Issues with practicum setting teaching
- Plagiarism or cheating
- Other dispositional issues

Course 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.

Attendance: Students are expected to attend class. Students are expected to be on time. Attendance will be taken. Students who anticipate being absent should make arrangements with the instructor ahead of time. Students who miss the class due to an emergency or illness should contact the instructor by telephone or email. Students are expected to make arrangements to make up work or information missed.

- **Excused Absences:** Students will not be penalized for missing class for college-sponsored events provided:
 1. The student personally notifies the professor of the absence ahead of time **by email**.
 2. The student makes prior arrangements with the professor(s) to make up class work.
 3. The college-sponsored event is verified through proper channels (e.g., email from coach or even sponsor).
 4. Additional absences may be excused at the professor's discretion.
 5. Appointments will not be considered excused and should be scheduled outside of class time.
- **Unexcused Absences:** For unexcused absences, 3 in-class absences will not alter the final grade. However, each unexcused absence after that will result in a 2.5% reduction in the final grade each time the student is absent. At the instructor's discretion, students with unexcused absences may not be allowed to make up class work, tests or quizzes, and turn in work that was due on the day s/he was absent. Unexcused absences during clinical will result in a dispositional incident report.

Grading

Percentage of Points	Grade		Percentage of Points	Grade
95-100	A		75-76	C
90-94	A-		70-74	C-
88-89	B+		68-69	D+
85-87	B		65-67	D
80-84	B-		60-64	D-
77-79	C+		<60	F

Participation: Students are expected to participate in class discussion and activities. In order to do this, students will need to keep current with readings and other assignments. You must also arrive on time.

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Assignments: Students are expected to complete and turn in all assignments.

- o **Late Work:** Students are expected to turn in all assignments on time. Students who need additional time must contact the professor in advance of the due date and get approval. No points will be given to late work that has not been approved by the professor.
- o **Assignments are due at the beginning of the class period unless otherwise stated.**
- o **Athletes/School Sponsored Activities:** Assignments are due before you leave for a competition.

Professional Behavior: As students will be expected to demonstrate professional behavior.

- o **Cell phones, computers, iPads, earbuds or other communication devices:** Turn off cell phones/earbuds in class. This constitutes professionalism and just plain courtesy. Students are welcome to use computers and iPads or tablets for class work or for taking notes. If students are found using devices for something other than class, they will be asked to stop or to leave the class. Additionally, texting, etc., during quizzes and exams can be considered a violation of the academic honesty code.
- o **Texting:** Sending and receiving text messages during class is distracting and not in keeping with professional expectations.
- o **Communication:** Students are expected to communicate in a professional manner. This includes, but is not limited to, appropriate and correct grammar, spelling, punctuation, verb tense, sentence structure, etc. This also means that learning activities that you produce have a professional appearance. A percentage of your grade for each assignment submitted or presented will reflect your use of effective and professional communication skills. In addition, please be considerate and professional when addressing your professor in an email or other communication.
- o **Repeated violations of professional behavior:** students may be asked to leave class or to meet with the professor at a time outside of class. This may also result in a negative disposition.
- o **Attire:** When presenting lessons to the class or during practicum experiences, you must come dressed professionally..

Respect: Students are expected to use respect when communicating with the professors and peers.

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.

Accommodations for Students with Disabilities: Central College abides by interpretations of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments, and other health related impairments. If you have a documented disability that may have some impact on your work in this class for which you may require accommodations, please contact your Instructor and Amy Young, Coordinator Accommodations (641-628-5296), during the first two weeks of the semester so that accommodations may be arranged.

Plagiarism and Other Academic Dishonesty: Plagiarism, cheating, and unauthorized collaboration in any form are violations of academic integrity and may result in course penalties ranging from a lowered grade on the assignment to a failed grade for the course. In the case of serious or repeated instances, students may also be suspended or dismissed from the college. A copy of Central's Academic Integrity policy can be found in the Student Handbook, the Course Catalog, and on MyCentral. Students are responsible for reading and understanding the contents of that policy before submitting work to be graded. Questions regarding the policies and enforcement of the policies may be asked during class or during office hours.

Notification of Participation in College-Sanctioned Events: Because engagement is integral to learning, Central College expects students to attend all regularly scheduled classes and laboratories. Students are responsible for consulting the course syllabus and communicating with their instructors regarding any absences. When possible, students should communicate in advance (and as early as possible) about anticipated absences. If a student fails to communicate in advance about an anticipated absence, the instructor

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is not obligated to provide accommodations to the student because of the absence. College-sanctioned activities typically are regarded as an excused absence from a class or laboratory. A college-sanctioned activity is an activity that the college has approved for student participation, regardless of whether the college has allocated any resources to support it. A college-sponsored activity is an activity which the college has specifically allocated resources to support. College-sanctioned activities can include (but are not limited to): college-sponsored athletic events; college-sponsored musical and theatrical performances; academic conferences and competitions; and course-related excursions. Questions about whether an activity counts as a college-sanctioned activity should be directed to the Vice President for Academic Affairs (or designee).

AI Tools

The use of generative AI tools (e.g. ChatGPT, DALL-E, etc.) **is permitted** in this course for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning research questions
- Finding general information on a topic
- Drafting an outline to organize thoughts and ideas
- Checking grammar and style

The use of generative AI tools is **NOT permitted** in this course for the following activities:

- Impersonating you in classroom contexts, such as using the tool to compose text assigned to you or content that you put into any online spaces, such as discussion board prompts, chats, wikis, glossaries, journals, or blogs
- Completing any group work assigned to you, unless it is mutually agreed upon by the instructor and students
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments of any kind

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within [Central College's Academic Integrity Policy](#).

Academic calendar

- **Aug. 29** - last day to add or drop a courses
- **Sept. 1** - Labor Day - No classes
- **Oct. 7** - midterm
- **Oct. 13-14** - Fall break - no classes
- **Nov. 7** - last day to withdraw
- **Nov 24-28** - Thanksgiving Break
- **Dec. 8** - College wide study day
- **Dec. 9-11** - Finals week

Assignments: This is subject to change.

Assignment	Points
Assignments	
Practicum Personal Reflection/Clinic Checkpoints	50 points x 4 = 200 points
In Class Reflections , Next Steps Note Taking Guide , Conquering Dyslexia Note Taking Guides <ul style="list-style-type: none">• What did I already know?	30 points

Commented [1]: changed points and removed the clinical checkpoint assignment.

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<ul style="list-style-type: none"> What new learning did I make? How does this apply to my teaching? 	
Introductory Letter to Families	50 points
Tutoring Toolbox : Student creates kit containing the following: <ul style="list-style-type: none"> Durable container Paper, pencils, crayons, dry erase maker, writing tablet, sticky notes, scissors, glue Books to read aloud Progress monitoring materials, including graphs and assessments QPS 	100 points
Iowa Dept. of Education Dyslexia Website Review and Assignment	50
Dyslexia Research Paper & Presentation	200 points
Structured Literacy Interventions Chapter Presentation <ul style="list-style-type: none"> Includes PPT to teach the chapter Models an intervention strategy relevant to chapter 	100
Structured Literacy Notes <ul style="list-style-type: none"> ALL students will bring notes the day the chapter is presented to include: <ul style="list-style-type: none"> 3 things you learned 2 things that surprised you 1 thing you still wonder about Be prepared to engage with the presenter 	30 points each
5 Reading Clinic Lesson Plans Template and evaluations <ul style="list-style-type: none"> 3 evaluated by your CT 2 evaluated by your professor 	100 points x 5 = 500 points
Assessments and Reflection <ul style="list-style-type: none"> Complete a QPS with one child and reflect on findings Complete a fluency assessment with one child and reflect on findings 	50 points x 2
Record 1 Lesson, watch with a peer in class to debrief, then reflect on what went well, what to improve on and how you will make improvements. Recording Reflection Template and Rubric	100 points
Tests and Examinations	
IRRC Modules <ul style="list-style-type: none"> Effective Literacy Instruction Teacher Tools for Universally Implementing Structured Literacy Content 	50 points each
RISE Reading Workshop - Must complete with a minimum of 70% or retake <ul style="list-style-type: none"> Your grade will be the score of the workshop 	300
Task Stream Assignments	
Learner Profile and Learner Profile TaskStream Rubric	200
Case Study Presentation Rubric	140
Extra Credit - Purchase one of the following texts and present PPT on learning <ul style="list-style-type: none"> Kemeny, L. (2023). 7 mighty moves: Research-backed, classroom-tested strategies to ensure K-to-3 reading success. Scholastic. Kemeny, L., & Moats, L. C. (2025). Rock your literacy block: Mighty moves to organize your day and optimize student learning. Scholastic Inc. Liben, D., & Liben, M. (2024). Know better, do better: Teaching the foundations so every child can read. Liben Education Consulting, LLC. Lindsey, J. B., & Duke, N. K. (2022). Reading above the fray: Reliable, research-based routines for developing decoding skills. Scholastic. Loftus, M., & Sappington, L. (2024). The literacy 50: A Q&A handbook for teachers: Real-world answers to questions about reading that keep you up at night. Scholastic Inc. Mesmer, H. A. E., & Reutzel, D. R. (2024). Big words for young readers: Teaching kids in grades K to 5 to decode--and understand--words with multiple syllables and morphemes. Scholastic. 	25 bonus points

Commented [2]: changed points

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<ul style="list-style-type: none"> Ness, M., & Miles, K. P. (2025). <i>Making words stick: A four-step instructional routine to power up orthographic mapping.</i> Scholastic Inc. Zucker, T. A., Cabell, S. Q., & Neuman, S. B. (2024). <i>Strive-for-five conversations: A Framework that gets kids talking to accelerate their language comprehension & literacy.</i> Scholastic. <p>After Reading</p> <ul style="list-style-type: none"> Create a PPT Including a slide for each of the chapters. Explain how the information presented in the books will benefit you as a teacher. How will you use this information? Share your learning in class with a minimum of 10 PPT slides 	
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Course Schedule:

This schedule is subject to change. Announcements of any changes will be made during class, on Blackboard, and by Central College email. It is the student's responsibility to get information from any class missed.

Date	Topics	Due	Practicum
Week 1			
8-18-25	<input type="checkbox"/> Welcome <input type="checkbox"/> Syllabus Review <input type="checkbox"/> What InTasc Standards does this class meet? <input type="checkbox"/> Create Class Expectations Poster	<input type="checkbox"/> purchase text for class	
8-20-25	<input type="checkbox"/> Learner Profile/Case study assignment <input type="checkbox"/> Dyslexia Research <input type="checkbox"/> Refresher: The Simple View of Reading	<input type="checkbox"/> Watch: The Simple View of Reading before class <input type="checkbox"/> Read: Scarborough's Reading Rope before class <input type="checkbox"/> Read and watch: The 4 Part Processing Model before class	
8-22-25	<input type="checkbox"/> Introductory Letter <input type="checkbox"/> Review of <ul style="list-style-type: none">○ Scarborough's Reading Rope○ The 4 part processor		
Week 2			
8-25-25	<input type="checkbox"/> Review practicum google folder and documents .	<input type="checkbox"/> Introductory Letter due before class	<input type="checkbox"/> Review practicum documents <input type="checkbox"/> Make a copy of the reading clinic personal reflectionComplete the goal section on Practicum Personal Reflection and Clinic Checkpoints
8-27-25	<input type="checkbox"/> Ch. 1: Next Steps - Intro <input type="checkbox"/> 4-Part Processor <input type="checkbox"/> How MTSS is used in the classroom	<input type="checkbox"/> Read Ch. 1 Next Steps <input type="checkbox"/> Note Taking Guide #1 due at midnight	
8-29-25	<input type="checkbox"/> Ch. 2: Next Steps - What we Teach <input type="checkbox"/> What is structured literacy <input type="checkbox"/> Effective Teacher/Student Behaviors <input type="checkbox"/> Using ORF Data to Create Small Groups	<input type="checkbox"/> Read: The Reading League: Science of Reading Defining Guide <input type="checkbox"/> Read Ch. 2 Next Steps <input type="checkbox"/> Note Taking Guide #2 due at midnight <input type="checkbox"/> Watch: Structured Literacy Lessons and bring 3 key takeaways to class <input type="checkbox"/> Review this lesson plan template	
Week 3			
9-1-25			
LABOR DAY NO SCHOOL			
9-3-25	<input type="checkbox"/> Universal Screening within RTI <input type="checkbox"/> History of Scarborough's Reading Rope <input type="checkbox"/> The Reading Brain <input type="checkbox"/> Tutoring Tool-Kit Explanation	<input type="checkbox"/> Read article: Universal Screening Within an RTI Framework: Recommendations for Classroom Application and use this notecatcher <input type="checkbox"/> Watch: History of Scarborough's Reading Rope https://institute.aimpa.org/resources/readingropevideo	
9-5-25	<input type="checkbox"/> Phonemic Awareness Lessons and Assessments	<input type="checkbox"/> Watch: MTSS Video	

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	<input type="checkbox"/> Explore and practice phonemic awareness intervention strategies	<input type="checkbox"/> Read Ch. 3 Next Steps	
Week 4			
9-8-25	<input type="checkbox"/> Phonemic Awareness Lessons and Assessments <input type="checkbox"/> Explore and practice phonemic awareness intervention strategies <input type="checkbox"/> Lesson Plan template Overview	<input type="checkbox"/> Note Taking Guide #3 <input type="checkbox"/> Read Ch. 4 Next Steps <input type="checkbox"/> Note Taking Guide #4	We got our placements on Sept. 12, 2025!
9-10-25	<input type="checkbox"/> Tutoring Toolbook share <input type="checkbox"/> Phonics Lessons and Assessments <input type="checkbox"/> How to complete the RISE Reading Workshop		
9-12-25	<input type="checkbox"/> Phonics Lessons and Assessments <input type="checkbox"/> Explore and practice a phonics assessments		
Week 5			
9-15-25	<input type="checkbox"/> Phonics Lessons and Assessments <input type="checkbox"/> Explore and practice phonics intervention strategies <input type="checkbox"/> Practicum Placement Assignments	<input type="checkbox"/> Tutoring Toolbox due <input type="checkbox"/> Read: Learner Profile Resource	
9-17-25	<input type="checkbox"/> Send Introductory Letter Home with Families <input type="checkbox"/> Learner Profile <input type="checkbox"/> Phonics Lessons and Assessments <input type="checkbox"/> QPS Assessment Assignment Overview		
9-19-25	<input type="checkbox"/> Fluency Lessons and Assessments <input type="checkbox"/> Explore and Practice Fluency Assessments <input type="checkbox"/> Explore and practice fluency intervention strategies <input type="checkbox"/> Debrief on RISE workshop <input type="checkbox"/> Fluency Assessment Assignment Overview	<input type="checkbox"/> Read Ch. 5 Next Steps <input type="checkbox"/> Note Taking Guide #5	
Week 6			
9-22-25	<input type="checkbox"/> Reading Comprehension Lessons and Assessments <input type="checkbox"/> Explore and Practice Comprehension Assessments <input type="checkbox"/> Lesson Plan 1 Overview	<input type="checkbox"/> Read Ch. 6 Next Steps <input type="checkbox"/> Note Taking Guide #6	<input type="checkbox"/> Complete hours 1-10 section on Practicum Personal Reflection and Clinic Checkpoints
9-24-25	<input type="checkbox"/> Reading Comprehension Lessons and Assessments Explore and Practice Comprehension Interventions strategies		
9-26-25	<input type="checkbox"/> Reading Comp Cont <input type="checkbox"/> Review of Reading Clinic Google Folder. <input type="checkbox"/> Review of Learner Profile	<input type="checkbox"/> Read Ch. 7 Next Steps <input type="checkbox"/> Note Taking Guide #7 .	
Week 7			
9-29-25	<input type="checkbox"/> Vocabulary Lessons and Assessments <input type="checkbox"/> Explore and practice vocabulary assessments <input type="checkbox"/> Explore and Practice Vocabulary Intervention Strategies <input type="checkbox"/> Connecting Assessments to Instruction <input type="checkbox"/> Mid-term: Reflection on Clinic Checkpoint	<input type="checkbox"/> Read Ch. 8 Next Steps <input type="checkbox"/> Come to class with 1 take-away	
10-1-25 DAY OF SERVICE	<input type="checkbox"/> Dyslexia Research Paper and Presentation Overview	<input type="checkbox"/> Read Ch. 1 Con. Dyslexia <input type="checkbox"/> CD Note Taking Guide (Use the CD Notetaking guide) <input type="checkbox"/> Clinic Checkpoint - email/assign to me through google 11:59 midnight	
10-3-25	<input type="checkbox"/> What is dyslexia? <input type="checkbox"/> Dyslexia: What are the signs to look for? <input type="checkbox"/> How to complete the IRRRC Modules	<input type="checkbox"/> Read Ch. 2 Con. Dyslexia <input type="checkbox"/> CD Note Taking Guide (Use the CD Notetaking guide)	

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Week 8			
10-6-25	<input type="checkbox"/> How dyslexia is diagnosed	<input type="checkbox"/> Read Ch. 3 Con. Dyslexia <input type="checkbox"/> CD Note Taking Guide (Use the CD Notetaking guide)	<input type="checkbox"/> Complete hours 11-20 section on Practicum Personal Reflection and Clinic Checkpoints <input type="checkbox"/> Lesson Plan 1 due <input type="checkbox"/> QPS Assessment is Due
10-8-25 TRL Conf	<input type="checkbox"/> Work on RISE workshop: NO CLASS - Prof. Wymore will be at the Reading League Conference		
10-10-25 TRL Conf	<input type="checkbox"/> Work on RISE workshop: NO CLASS - Prof. Wymore will be at the Reading League Conference		
Week 9			
10-13-25			<input type="checkbox"/> Lesson Plan 2 due (must video record this lesson)
FALL BREAK			
10-15-25	RELEASE DAY - WORK IN PRACTICUMS IF POSSIBLE!		
10-17-25	<input checked="" type="checkbox"/> Review Lesson Plan Expectations <input type="checkbox"/> Addressing the Needs of All Learners <input type="checkbox"/> A Reading Tutor's Perspective <input type="checkbox"/> Review Google document <input type="checkbox"/> Hours check <input type="checkbox"/> Iowa Dept. of Education Dyslexia Website Review and Assignment due 10-24	<input type="checkbox"/> RISE workshop is due <input type="checkbox"/> Read Ch. 4 Con. Dyslexia (Use the CD Notetaking guid <input type="checkbox"/> CD Note Taking Guide #1 <input type="checkbox"/> Read Ch. 5 Con. Dyslexia (Use the CD Notetaking guide) <input type="checkbox"/> CD Note Taking Guide	
Week 10			
10-20-25	<input type="checkbox"/> Dyslexia Presentations	<input type="checkbox"/> Dyslexia Research Paper Presentation Due	
10-22-25	<input type="checkbox"/> Dyslexia Presentations	<input type="checkbox"/> Effective Literacy Instruction IRRC Module Due	
10-24-25	<input type="checkbox"/> Structured Literacy Chapter assignments <input type="checkbox"/> Iowa DOE Assignment <input type="checkbox"/> IRRC Modules, Case Study		
Week 11			
10-27-25	<input type="checkbox"/> NO CLASS - GO TO PRACTICUMS	<input type="checkbox"/> NO CLASS - GO TO PRACTICUMS	<input type="checkbox"/> Complete hours 21-30 section on Practicum Personal Reflection and Clinic Checkpoints <input type="checkbox"/> Lesson Plan 3 due <input type="checkbox"/> Fluency Assessment is Due
10-29-25	<input type="checkbox"/> Structured Literacy and Poor Reader Profiles <input type="checkbox"/> Study Structured Literacy Interventions for Phonemic Awareness and Basic Word Recognition Skills <input type="checkbox"/> Modeling and practice of PA and Basic Word Rec. strategies	<input type="checkbox"/> Read Ch. 1 of SLI (Papae) <input type="checkbox"/> Iowa Dept. of Education Dyslexia Website Review and Assignment <input type="checkbox"/> Clinic Checkpoint Due <input type="checkbox"/> Read Ch. 2 of SLI (Papae) <input type="checkbox"/> Effective Literacy Instruction IRRC Module Due	
10-31-25	<input type="checkbox"/> Structured Literacy Interventions for Reading Long Words <input type="checkbox"/> Modeling and Practice of Reading Long Words strategies Structured Language Interventions for Spelling <input type="checkbox"/> Modeling and Practice of Lang. Interventions for Spelling strategies	<input type="checkbox"/> Read Ch. 3 of SLI <input type="checkbox"/> Read Ch. 4 of SLI	
Week 12			
11-3-25	<input type="checkbox"/> Structured Literacy Interventions for Reading Fluency <input type="checkbox"/> Modeling and Practice of Fluency Intervention strategies	<input type="checkbox"/> Read Ch. 5 of SLI	<input type="checkbox"/> Lesson Plan 4 due
11-5-25	<input type="checkbox"/> Structured Literacy Interventions for Vocabulary <input type="checkbox"/> Modeling and Practice of Vocabulary strategies <input type="checkbox"/> Watch recorded lesson with peer and complete reflection in class	<input type="checkbox"/> Read Ch. 6 of SLI <input type="checkbox"/> Recording Reflection	
11-7-25	<input type="checkbox"/> Structured Literacy Interventions for Oral Language Comprehension	<input type="checkbox"/> Read Ch. 7 of SLI	

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	<input type="checkbox"/> Modeling and Practice of Oral Language strategies		
Week 13			
11-10-25	<input type="checkbox"/> Structured Reading Comprehension Intervention for Students with Reading Difficulties <input type="checkbox"/> Modeling and Practice of Comprehension strategies	<input type="checkbox"/> Read Ch. 8 of SLI <input type="checkbox"/> Lesson Plan 3 due	<input type="checkbox"/> Lesson Plan 5 due
11-12-25	<input type="checkbox"/> Structured Language Interventions for Written Expression <input type="checkbox"/> Modeling and Practice of Written Expression Strategies	<input type="checkbox"/> Read Ch. 9 of SLI	
11-14-25	<input type="checkbox"/> Multicomponent Structured Literacy Interventions for Mixed Reading Difficulties <input type="checkbox"/> Modeling and Practice of Multicomponent Intervention Strategies	<input type="checkbox"/> Read Ch. 10 of SLI	
Week 14			
11-17-25	<input type="checkbox"/> Extra Slides for SLI <input type="checkbox"/> Work time for final projects	<input type="checkbox"/> Extra Credit Due	<input type="checkbox"/> Complete hours 31-45 section on Practicum Personal Reflection and Clinic Checkpoints
11-19-25	<input type="checkbox"/> Worktime in class <input type="checkbox"/> Review time logs and make a plan for end of semester <input type="checkbox"/> Send recorded lesson to instructor <input type="checkbox"/> Complete practicum personal reflection		
11-21-25	<input type="checkbox"/> EXTRA Credit Presentations <input type="checkbox"/> Worktime in class		
11-24-28 Thanksgiving Break			
Week 15			
12-1-25	<input type="checkbox"/> FINAL: PPT presentations on Case Study	<input type="checkbox"/> Learner Profile and Learner Profile TaskStream Rubric <input type="checkbox"/> Case Study Presentation Rubric	
12-3-25	<input type="checkbox"/> FINAL: PPT presentations on Case Study	<input type="checkbox"/> Teacher Tools for Universally Implementing Structured Literacy Content IRRC Module Due	
12-5-25	<input type="checkbox"/> FINAL: PPT presentations on Case Study <input type="checkbox"/> Celebration!	<input type="checkbox"/> Make sure your prof has all your evaluations and time log.	
Week 16			
12-8-25	<input type="checkbox"/> Study Day: NO CLASS		
12-9-25	<input type="checkbox"/> 3:30-5:30 Finals		

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