

University of Arkansas – Fort Smith
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General Syllabus

EDUC 3221 Practicum I

Credit Hours: 1

Lecture Hours: 1

Laboratory Hours: 4

Prerequisite: Admission to the educator education program

Prerequisites or corequisite: EDUC 3013 Human Development and Learning

Effective Catalog: 2023-2024

I. Course Information

A. Catalog Description

Provides perspective teachers with field-based experiences in traditional and online learning environments. Requires seminar attendance and participation of four hours per week in a school classroom.

B. Additional Information

The Conceptual Framework derives from “The UAFS School of Education’s mission is to ensure every teacher candidate is “Day One Ready” so all learners achieve their greatest potential.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT). This course addresses the *Competencies for Online Teaching Grades K-12* developed by the Division of Elementary and Secondary Education.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Analyze and articulate an understanding of how children learn and develop.
2. Select traditional and online learning opportunities that support a student's intellectual, social, and personal development
3. Exhibit human relations skills that support the development of human potential.
4. Explain the roles and responsibilities of a teacher in an inclusive classroom.
5. Explain the characteristics of urban schools with diversity through structured field experiences.
6. Plan and present a lesson in the blended learning environment. .
7. Observe and, as appropriate to the field assignment, identify and make practical applications of the ten principles of the INTASC core standards.
8. Set up the blended classroom.
9. Manage blended learning environments.
10. Assess student learning in the blended environment.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K8 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will use oral and written communication effectively in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills/Critical Thinking Skills

Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or

working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Professionalism
- B. Planning
- C. Instruction
- D. Assessment
- E. Classroom Management
- F. Efficacy
- G. Teaching Strategies
- H. Teaching to Diversity
- I. Technology Integration for Student Success
- J. Assessment in the Blended and Online Classroom
- K. Designing for equity in any learning environment.