

University of Arkansas – Fort Smith
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**General Syllabus
ELML 3403 Practicum II**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 4

Prerequisite: ELML 3103 Practicum 1

Prerequisites or corequisites: SPED 3003 Teaching Diverse Learners, READ 3503 Methods and Materials for Teaching Literacy, and READ 3803 Literacy Assessment and Intervention

Effective Catalog: 2023-2024

I. Course Information

A. Catalog Description

Develops connections between university coursework and clinical practice in traditional and online learning environments.

B. Additional Information

Requires 60 hours of clinical practice in a K-8 classroom setting. Organizing Theme: 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. Create traditional and online learning opportunities that support a student's intellectual, social, and personal development.
2. Plan and present lessons in the blended learning environment.
3. Develop understanding of reflective practice.
4. Observe and, as appropriate to the field assignment, identify and make practical applications of the ten principles of the InTASC Standards and Danielson Framework/TESS.
5. Create a blended classroom.
6. Manage blended learning environments.
7. 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. Learning theories
- B. Educational research
- C. Family and community involvement
- D. Lesson planning
- E. School organization

- F. Differentiated instruction
- G. Diverse instructional strategies
- H. Professional expectations
- I. Learning environment
- J. Technology for student success
- K. Assessment in the blended and Online Classroom
- L. Designing for equity in any learning environment.