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**General Syllabus  
ELML 4103 Practicum III**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 4

Prerequisite: ELML 3403 Practicum II

Prerequisites or corequisites: ELML 4303 STEAM Curriculum, Instruction, and Assessment and READ 3903 Disciplinary Literacy

Effective Catalog: 2023-2024

**I. Course Information**

**A. Catalog Description**

Application of university coursework through 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 or select assessment strategies that are appropriate for the students and that are aligned with the goals of the lesson.
2. Create a culture of respect in the remote classroom.

3. Monitor students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting learning activities as the situation demands.
4. Facilitate online discussions.
5. Encourage students to extend their thinking.
6. Reflect on the extent to which the learning goals were met.
7. Demonstrate a sense of efficacy.
8. Build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
9. Identify and make practical application of the InTASC Principles and Danielson Framework/TESS.

## **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 in traditional, blended, and online environments
- C. Instruction in traditional, blended, and online environments
- D. Assessment in traditional, blended, and online environments
- E. Reflective Decision Making
- F. Classroom management in traditional, blended, and online environments
- G. Efficacy
- H. Teaching strategies in traditional, blended, and online environments
- I. Teaching to diversity in traditional, blended, and online environments
- J. Pacing scenarios in traditional, blended, and online environments
- K. Facilitating student collaboration and creativity in the digital environment.