Texas A&M University-San Antonio
College of Education & Human Development
Department of Curriculum & Instruction

EDCI 3304_900: Pedagogy II: Instructional Practice

A. MAJOR COURSE REQUIREMENTS:

Assignment	Standards and Rubrics
Multiple Formative Assessments Chart	1.25k – 1.31k and 1.24s – 1.29s Rubric 5
Create a Traditional Test and an Authentic Assessment	1.25k-1.27k, 1.26k Rubric 5
Whole Group Data Analysis Assignment	1.25k – 1.31k and 1.24s – 1.29s Rubric 11, 15
Analysis and Intervention of Individual Student Work Assignment, including feedback	1.25k – 1.31k and 1.24s – 1.29s , 3.15s- 3.17s 3.12k – 3.16k Rubric 12, 13
Literacy Lesson Plan (voice and choice)	1.7k – 1.14k, 1.6s – 1.15s Rubric 3,4,8,14

B. LEARNING OBJECTIVES:
TExES PPR Standards
Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The beginning teacher will demonstrate a knowledge and understanding of:
Assessment of Student Learning
- 1.25k the role of assessment in guiding instructional planning
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies
- 1.28k the role of technology in assessing student learning
- 1.29k the benefits of and strategies for promoting student self-assessment
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction
- 1.31k how to analyze data from local, state, and other assessment using common statistical measures

Establishing an Environment for Learning and Excellence
- 2.4k importance of communicating enthusiasm for learning
- 2.5k the necessity of community teacher expectations for student learning

Communication
- 3.1k the importance of clear, accurate communication in the teaching and learning process
- 3.2k principles and strategies for community effectively in varied teaching and learning contexts
- 3.3k spoken and written language that is appropriate to students' age, interests, and background
- 3.4k skills and strategies for engaging in skilled questioning and learning effective student discussions

Providing Feedback to Students
- 3.12k characteristics of effective feedback for students
- 3.13k the role of timely feedback in the learning process
- 3.14k how to use constructive feedback to guide each students' learning

- 3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process
- 3.16k situations in which teacher flexibility can enhance student learning

The beginning teacher will demonstrate an ability to:

Assessment of Student Learning

- 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives
- 1.25 communicate assessment criteria and standards to students
- 1.26 design assessments, where appropriate, that reflect real-world applications of knowledge and understanding
- 1.27s promote students' use of self-monitoring and self-assessment
- 1.28s analyze assessment results to aid in determining students' strengths and needs
- 1.29s use assessment results to help plan instruction for groups of students or individuals

Establishing an Environment for Learning and Excellence

- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement

Communication

- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail both orally and in writing
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teachers' commitment to students
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem-solving, and productive, supportive interactions
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge

Providing Feedback to Students

- 3.15s use appropriate language and format to provide each student with timely feedback that is accurate, constructive, substantive, and specific
- 3.16s promote students' ability to use feedback to guide and enhance their learning and
- 3.17s base feedback on high expectations for student learning

C. LECTURE OR DISCUSSION TOPICS:

- Effective communication in the classroom
- Communicating high expectations and enthusiasm in the classroom
- Understanding assessments
- Selecting appropriate assessments
- Analyzing individual student data
- Analyzing whole group data
- Providing quality, constructive, and timely feedback

D. REQUIRED & RECOMMENDED READINGS:

Required: Articles provided by instructor pertaining to effective communication and promoting high-quality, effective, and timely feedback to students.

Recommended: Marzano, R. (2017). *Making classroom assessments reliable & valid.* Solution Tree Press.

EDCI 3304 Pedagogy II - Course Schedule, Spring 2024

Note: Assignments are due on class date by end of class, unless otherwise noted.

Date	Class Topic and Readings	Assignments Due
August 28 Week 1	Course Introduction: You, Me, and this Class Effective Communication in the Classroom	All about you in class
Sept. 4 Week 2	Relevant Content: Review of Writing Objectives Bloom's Taxonomy Formative Assessments	Read/Reflect #1 9/4 by end of class
Sept. 11 Week 3	Continuous and Appropriate Assessment: Formative Assessments	Next week Formative Assessment Chart due
Sept. 18 Week 4	Formative Assessment Chart due 9/18 Continuous and Appropriate Assessment: Authentic Assessment	Formative Assessment Chart due 9/18 by end of class
Sept. 25 Week 5	Using Bloom's Taxonomy to create questions Engaging Instruction: Conducting Class Discussions	Read/Reflect #2 9/25 by end of class
Oct. 2 Week 6	Authentic Assessment due on 10/2 Continuous and Appropriate Assessment: Creating a Traditional Assessment. Using Bloom's Taxonomy to create questions and activities	Authentic Assessment due on 10/2 by the end of class
Oct. 9 Week 7	Engaging Instruction: Authentic Instruction Cooperative Learning Groups	Midterm Exam due to Assignment Portal 10/9
Oct. 16 Week 8	Using videos as instruction. Taking your questions about Traditional Assessments Effective communication: respect and rapport	Traditional Assessment due 10/16 by the end of class
Oct. 23 Week 9	Working with student writing samples Giving students individual feedback	Read/Reflect #3 10/23 due by the end of class

	Positive climate for learning and excellence	
Oct. 30 Week 10	High quality feedback Promoting student self-assessment	**Analysis and Intervention of Individual Student due 11/6 end of class**
Nov. 6 Week 11	**Analysis and Intervention of Individual Student due 11/6**	**Turn in Analysis and intervention of Individual student due by end of class**
Nov. 13 Week 12	**Literacy Lesson Plan due 11/13** (you won't teach your lesson, but be prepared to explain it to a small group) Explanation of Whole Group Data Analysis	**Literacy Lesson Plan due 11/13 in Blackboard by end of class**
Nov. 20 Week 13	Differentiation for Diverse Populations/Reteaching	
Nov. 27 Week 14	Classroom Engagement Strategies Here and Now	**Submit Read/Reflection on Blackboard by 8:15 pm**
Dec. 4 Week 15 (Last Class)	**Whole Group Data Analysis due on 4/23** Be prepared to share ideas from your analysis with a small group. T-TESS Tips for teachers	Whole Group Data Analysis due on 12/4
Dec. 11 **Final Exams**	**Final Exams -** Final Exam submitted on Blackboard – no class meeting for finals	**Final Exam** uploaded to Assignment Folder by 8:15pm

Please note: This schedule may be modified as situations arrive. I will notify you by Announcement if a change is made.

List of Assignments and Point Values on next page. Also look at instructions in the Assignment Folder.

List of Spring 2024 Assignments and Point Values

Again: Please look at each of these assignments in the Assignment Portal for more instructions

Assignment/Assessment	Description	Point Value
Attendance Points, 5 per class session	Attendance will be taken at each class period. Participation in class activities and discussions are valuable learning experiences	70
Formative Assessment Chart	See instructions and template in Blackboard	30
Create Traditional Test	See instructions in Blackboard	30
Create an Authentic Assessment	See instructions in Blackboard (Be sure to include all required parts)	30
Literacy Lesson Plan	See instructions and lesson plan template in Blackboard	30
Analysis and Intervention of Individual Student Work	Use student writing sample and template found in Blackboard	30
Whole Group Data Analysis Assignment	Use data and instructions found in Blackboard	30
Hybrid Response Assignments	Read and Reflection of 5 Articles@ 20 points each. Instructions on Blackboard.	100
Midterm and Final Exams	Short essay exams, to be submitted in the Assignment Folder, 25 points	50
	Total points for course	**400**

Course Grades

A   350-400 points

B   300-349

C   250-299

D   200-249

F   Below 200