

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

EDCI 3304: Pedagogy II

A. Major Course Requirements:

Assignment	Standards and Rubrics
Multiple Formative Assessments Chart	1.25k – 1.31k and 1.24s – 1.29s
Create a Traditional Test and an Authentic Assessment	1.25k-1.27k, 1.26s
Whole Group Data Analysis Assignment	1.25k – 1.31k and 1.24s – 1.29s
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
Literacy Lesson Plan (voice and choice)	1.7k – 1.14k, 1.6s – 1.15s

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:

Content and Pedagogy

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;

- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices.

Resources

- 1.12k the importance of developing instructional goals and objectives that are clear,
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs.

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:

Content and Pedagogy

- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisite relationships;
- 1.10s plan instruction that makes connections within the discipline and across disciplines; and
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.

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 and Recommended Readings:

Professor will provide OER materials.