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

EDCI 3303: Knowledge of Pedagogy and Assessment

A. MAJOR COURSE REQUIREMENTS:

Assignment	Standards
Learning Theorists Chart	1.1k – 1.6k & 1.1s – 1.5s
Unpacking TEKS (2 parts)	1.7k – 1.15k & 1.6s – 1.15s
Understanding ELs	1.1k – 1.6k & 1.1s – 1.5s
Analyzing Data	1.25k – 1.31k & 1.24s – 1.29s
Lesson Plan	1.19k – 1.24k & 1.19s – 1.23s
Module Activities/Assessments	1.1k – 1.31k & 1.1s – 1.29s

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.

The beginning teacher knows and understands:
1.1k the intellectual, social, physical, and emotional developmental characteristics
1.2k the implications of students' developmental characteristics for planning
1.3k characteristics and instructional needs of students with varied backgrounds,
1.4k different approaches to learning that students may exhibit and what motivates
1.5k cultural and socioeconomic differences and the significance of these students when planning instruction. differences for instructional planning; and
1.6k appropriate strategies for instructing English language learners.

Content and Pedagogy

The beginning teacher knows and understands:
1.7k the importance of the state content and performance standards as outlined in
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 1.10s plan instruction that makes connections within the discipline and across disciplines; and
1.11k current research on best pedagogical practices.

Selection of Instructional Goals and Objectives

The beginning teacher knows and understands:
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 1.13s develop instructional goals and objectives that are able to be assessed; assessed;

1.14k the importance of developing instructional goals and objectives that are mental level, prior skills and knowledge, background, and interests; and suitable for students with varied learning needs

1.15k the importance of aligning instructional goals with campus and district goals.

Resources

The beginning teacher knows and understands:

1.16k the use of appropriate materials and resources for preparing instruction,

1.17k the importance of knowing when to integrate technology into instruction and

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

Designing Coherent Instruction

The beginning teacher knows and understands:

1.19k the importance of designing instruction that reflects the TEKS;

1.20k features of instruction that maximize students' thinking skills;

1.21k the importance of planning lessons and structuring units so that activities achievement, and engage students in learning; progress in a logical sequence;

1.22k how materials, technology, and other resources may be used to support instructional content and meet instructional goals and objectives; instructional goals and objectives and engage students in meaningful learning;

1.23k the benefits of designing instruction that integrates content across disciplines; adequate opportunities for students to engage in reflection and closure;

1.24k the importance of engaging in continuous monitoring and self-assessment of perspectives. Instructional effectiveness.

Assessment of Student Learning

The beginning teacher knows and understands:

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional objectives; 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, needs; and instruction;

1.31k how to analyze data from local, state, and other assessments using common individuals. Statistical measures.

C. **LECTURE OR DISCUSSION TOPICS:**
   - Learning Theories (Constructivism, Cognitivism, Behaviorism, Social Learning Theory, etc.)
   - Understanding and Unpacking TEKS
   - English Language Learners (TELPAS, ELPS, Accommodations)
   - Designing Coherent Instruction
   - Assessment of Student Learning

D. **REQUIRED & RECOMMENDED READINGS:**

Recommended:

Professor will provide all necessary materials.