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, 1.26s 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:
Marzano, R. (2017). *Making classroom assessments reliable & valid*. Solution Tree Press.

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