Texas A&M University – San Antonio
College of Education and Human Development
Department of Curriculum and instruction

EDCI 3303
Pedagogy and Assessment

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Required Readings/Materials:
There is no textbook for this course. Any articles and/or required readings will be posted in Blackboard.

See Blackboard for all course materials: http://tamusa.blackboard.com/

Course Description:
This course covers the following topics: the physical, cognitive, social, and personal development of individuals in the adolescent years. Students will develop knowledge of the implications of students' developmental characteristics for planning, implementing, and assessing appropriate instruction. An emphasis will be placed upon the characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning styles.

Course Objectives:

TExES PPR Standards
The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies.

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:

STUDENTS:
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 differences for instructional planning
1.6k   appropriate strategies for instructing English language learners.

CONTENT AND PEDAGOGY:
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;
1.11k current research on best pedagogical practices.

SELECTION OF INSTRUCTIONAL GOALS AND OBJECTIVES:
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 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:

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:

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 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; and engage students in meaningful learning;

1.23k the benefits of designing instruction that integrates content across disciplines;

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

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 assessments using common individuals. statistical measures.

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228.57 (d) (1) The relevant TEKS, including the English Language Proficiency Standards

228.57 (d) (3) For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines

How to Access Course Materials:

- Log into Jagwire: https://jagwire.tamusa.edu
- Click on Blackboard
- Under "My Courses," locate our course and click on it.
- On the left-hand side, there will be modules with corresponding dates - each module will open as we progress through the semester.

Technology Requirements:

Student Technical Skills Needed

Knowledge of computer skills including software applications (e.g. MS Word, PowerPoint, Blackboard, etc.) You are expected to be proficient with installing and using these basic computer skills and applications:
- Getting online
- Using an Internet browser. The IT department recommends [Mozilla Firefox](#) and [Google Chrome](#).
- Downloading, saving, opening, and printing material found online.
- Conducting Internet searches.
- Composing email/course messages and attaching documents. Need help? See [Course Messages](#)
- Posting to a discussion forum. Need help? See [Threads](#)
- Submitting work to Blackboard. Need help? See [How to Submit and Upload an Assignment](#)
- Using Microsoft Office. Need the program? It's FREE for currently enrolled students. See [Microsoft Office for Students](#).
- Taking online examinations.

Electronic Devices

Your participation in class is helpful to you and to your classmates. Please do not check social media during class time; this is an important aspect of professionalism. You are invited, however, to use your device to find resources that enhance our discussion. Please come to each class with either your laptop or another electronic device that allows you to easily access the internet.

LECTURE OR DISCUSSION TOPICS:
- Learning Theories
- Understand State Standards - TEKS
- Designing Coherent Instruction
- Assessment of Student Learning
- Planning for Diverse Populations

Major Course Requirements: Instructions for all assignments are listed below and/or in the Blackboard assignment folder. Each assignment will be graded according to the points below. Consult the Course Schedule (at the end of this syllabus) for due dates.