



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 3304.002-Spring 2025
Pedagogy II: Instructional Practice
Department of Curriculum and Instruction

MAJOR COURSE COMPONENTS:

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

STANDARDS:

TE_xES 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