



TEXAS A&M UNIVERSITY
SAN ANTONIO

**EDCI 4301 Pedagogy III, Teaching and Pedagogy for Elementary Teacher and Teaching
Spring, 2025**

Instructor Name: Debra Grams	A&M-San Antonio email: dgrams@tamusa.edu
Office Hours and Location: By Appointment only (210-275-6167)	Course Location & Time: Hall, 209 Thursday, 5:30 - 8:15 pm

REQUIRED TEXTBOOK:

- There are no required texts for the course. All readings and articles will be available on Blackboard or in class as assigned by the instructor throughout the semester. Students will be responsible for printing out lessons from HQIM for reading and math.

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- 3 ring-binder for keeping course materials and handouts
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

EDC1: 4301:

This course is the final course in the pedagogy course sequence and should be taken during the semester preceding clinical teaching. In this course, teacher candidates will design a multi-day lesson plan sequence incorporating responsive instruction, effective communication techniques, instructional strategies that actively engage EC-6 students in the learning process, and provide timely, high-quality feedback.

MAJOR COURSE COMPONENTS:

- Internalization processes when using high quality instructional materials
- Lesson planning when given high quality instructional materials for reading/language arts and math
- Responsive classroom settings and instruction
- Effective communication through the PLC process
- Highly effective Instructional Strategies
- Highly engaging Instructional Practices
- Data informed instruction and providing feedback

STANDARDS:

PPR Standard III: The teacher promotes students' 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.

3.5k—3.11k and 3.7s—3.14s

Engaging Students in Learning

3.18s—3.20s:

Demonstrating flexibility and responsiveness

TAC Code Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

GRADING POLICIES

Assessment/Assignments	Accompanying Standard	Points
Exit Tickets, Artifacts, and 240 Tutoring Requirements 240 Tutoring and TASKS to Complete During Course: Study Materials & Practice Test #2 (Completion Grade) Encouraged to register and take PPR	3.5k -3.11k and 3.7s - 3.14s	30 points
Creating an Exemplar for Reading (Exit Ticket assessment)	1.19k - 1.24 k and 1.19s -1.24s	5 points
Creating an Exemplar for Math (Exit Ticket assessment)	1.19k - 1.24 k and 1.19s -1.24s	5 points

different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom.

It is expected that students will be at all class sessions as well as prepared for each class. I will be conducting formative assessments through the use of exit tickets, student participation and discussions as well as short assignments throughout the semester. These assessments will be worth points toward the final grade in the course but, equally as important, I use these to gauge the students' level of understanding in the course. Therefore, formative assessment points, based on student learning, will be taken during most class periods. I understand that emergencies or crisis situations that cause a student to miss a class period, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible, altering me to the situation. This course is designed to prepare future teachers for the classroom and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. And the manner in which we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

Class attendance will be checked during every class session. Punctuality is expected as part of professional responsibility and courtesy. Arriving late and or leaving early in a class period is considered unprofessional.

When a student misses a single class, it is very difficult to be prepared for class discussions and assignments. More than **ONE unexcused absence** may result in a **FINAL grade deduction**. An absence can be excused if proper documentation is provided. **Please let me know when you are going to be absent so we might discuss what constitutes an excused absence.**

LATE WORK POLICY:

Any papers submitted after the date that is due will be subject to a grade reduction. Late work will be accepted at the discretion of the professor and may not receive full credit.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

COURSE CALENDAR:

Date	Week	Description	Assessments/Assignments
January 23, 2025	Week 1	Getting to know... You, Me, My Team, and the Course Requirements TTESS Dimension 4.1 and 4.2	Exit Ticket (Reflection) (1 pt.); Get your notebook
January 30, 2025	Week 2	240 Tutoring Diagnostic Assessment and Responsive Classrooms (Students with diverse needs) TTESS Dimension 1.3 TTESS Dimension 2.4	<ul style="list-style-type: none"> •Diagnostic Assessment uploaded in Blackboard (1 pt.) •Artifact- Classlist and Accommodations (2 pt.) •Notebook check (1 pt.)
February 6, 2025	Week 3	Professional Learning Communities and Classroom Environments, Routines and Procedures TTESS Dimension 3.1 TTESS Dimension 4.3, 4.4	Exit Ticket (1 pt.) PLC Artifact- Making a plan for 240 Tutoring Time (1 pt.)
February 13, 2025	Week 4	Introduction into High Quality Instructional Materials (HQIM) for Reading and Math (Components, standards, and assessments) TTESS Dimension 1.1 and 1.2	Artifact- Printed out HQIMs for reading and math–placed in notebook, added notes, and uploaded in blackboard (4 pts.)
February 20, 2025	Week 5	Creating an Exemplar to use for HQIMs reading and math lessons. (Aligning the TEKS, daily learning assessment with the learning target.) TTESS Dimension 1.1, 1.2, and 1.3	Creating an Exemplar for reading (5 pts.) Creating an Exemplar for math (5 pts.) (Using an analysis writing process)
February 27, 2025	Week 6	Designing the Reading Lesson using a lesson plan template and HQIM (ELPS/Gradual Release) TTESS Dimension 1.1, 1.2, and 1.3	Internalization Annotations using a *HQIM for reading to include scripting out the “I do” in a lesson plan. (5 pts.) 240 Tutoring Check In (1 pt.)
March 6, 2025	Week 7	Designing the Math Lesson using a lesson plan template and HQIM (ELPS/Gradual Release) TTESS Dimension 1.1, 1.2, and 1.3	Internalization Annotations using a *HQIM for math to include scripting out the “I do or “We do” in a lesson plan. (5 pts.)

March 20, 2025	Week 8	Using High Quality Instructional Strategies for reading and math instruction TTESS Dimension 1.4	Exit Ticket (1 pts.) Artifact (2 pts.)** Best strategy to use with your reading and math lesson 240 Tutoring Check In (1 pt.)
March 27, 2025	Week 9	Lesson Designing Workshop (Reading and Math) working in PLCs and 240 Tutoring Workshop TTESS Dimension 1.1, 1.2, 1.3, and 1.4	Beginning designing the math and reading lessons using HQIM and lesson plan template (Draft) Reading (Draft) Math
April 3, 2025	Week 10	Developing the Lesson Plan for reading and math using HQIM and introducing the lesson rehearsal process. (Lesson Introduction, Lesson Closing, and Differentiation of Multiple Means of Representation, Engagement, and Expression) TTESS Dimension 1.1, 1.2, 1.3, and 1.4	Continue to design reading and math lessons using HQIM and lesson plan templates. (2 pts. for reading and 2 pts. for math) 240 Tutoring Check In (1 pt.)
April 10, 2025 or April 11, 2025 If these dates don't work please see Professor Grams for an alternative date.	Week 11	One-on-one Coaching (in person) *ONLY attend class during your coaching session. Coaching Schedule From this meeting, the student will sign up for a Lesson Rehearsal day and time. TTESS Dimensions 1.1, 1.2, 1.3, and 1.4	Coaching Session (10 pts.) Artifact–Reading and Math lesson design will be brought to the coaching session for review with the professor. Reading Lesson Design (15 pts.) and Math (15 pts) due in blackboard by Wednesday, April 16th at 11:59 pm)
April 17, 2025	Week 12	Lesson Rehearsal (Each student will present a lesson (reading or math) for 10 - 12 minutes and be provided with feedback. TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Lesson Rehearsal Demonstration (10 pts) or Peer Feedback (2 pts.)
April 24, 2025	Week 13	Lesson Rehearsal (Each student will present a lesson (reading or math) for 10 - 12 minutes and be provided with feedback. TTESS Dimension 2.1, 2.2, 2.3, 2.4, and 2.5	Lesson Rehearsal Demonstration or Peer Feedback
May 1, 2025 (last class)	Week 14	Data Driven Instruction TTESS Dimension 2.5	Exit Ticket/Feedback (2pts) 240 Tutoring Progress and PPR

			test taken and or scheduled (5 pts.)
--	--	--	--------------------------------------

Additional Information:

[Texas A&M at San Antonio Policies and Resources](#)

[Academic Calendar](#)