

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

HB Syllabus EDCI 4301 Pedagogy III: Teaching and Pedagogy for Elementary Teachers

## Course Description

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 Requirements

Assessment/Assignments	Accompanying Standard
Exit Tickets, Artifacts, and Reflections	3.5k –3.11k and 3.7s – 3.14s
240 Tutoring: PPR Study Materials & Practice Test #2	All PPR Standards
Create Reading Exemplar	1.19k – 1.24 k and 1.19s –1.24s
Create Math Exemplar	1.19k – 1.24 k and 1.19s –1.24s
HQIM Script for Reading and Math	3.5k –3.11k and 3.7s – 3.14s
Lesson Design of HQIM reading lesson	3.18s – 3.20s
Lesson Design of HQIM math lesson	3.18s – 3.20s
Coaching Session for Lesson Rehearsal and Reflection	1.19k – 1.24 k and 1.19s –1.24s
Lesson Rehearsal Demonstration and Reflection	1.19k – 1.24 k and 1.19s –1.24s

## Course Standards and Learning Objectives

**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

3.18s—3.20s

Engaging Students in Learning

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.

## Major Course Topics

- 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

## Course Materials

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.

## References

Alzayed, Z. A., & Alabdulkareem, R. H. (2021). Enhancing cognitive presence in teachers' professional learning communities via reflective practice. *Journal of Education for Teaching*, 47(1), 18–31. <https://doi-org.tamus.idm.oclc.org/10.1080/02607476.2020.1842134>

Beltramo, J. L. (2020). Grappling with “Bigger Questions” of Teaching: Engaging in Critical Reflection Through Participation in Cogenerative Dialogues. *Teacher Education Quarterly*, 47(2), 86–107. <https://www.jstor.org/stable/26912668>

Burns, M. K., Naughton, M. R., Preast, J. L., Wang, Z., Gordon, R. L., Robb, V., & Smith, M. L. (2018). Factors of Professional Learning Community Implementation and Effect on Student Achievement. *Journal of Educational and Psychological Consultation*, 28(4), 394–412. <https://doi.org/10.1080/10474412.2017.1385396>

Christensen, A. A. (2025). A Global Measure of Professional Learning Communities. *Professional Development in Education*, 51(2), 214–230. <https://doi.org/10.1080/19415257.2022.2065516>

DuFour, R. (2007). Professional Learning Communities: A Bandwagon, an Idea Worth Considering, or Our Best Hope for High Levels of Learning? *Middle School Journal*, 39(1), 4–8. <https://doi-org.tamus.idm.oclc.org/10.1080/00940771.2007.11461607>

Hudson, C. (2023). A Conceptual Framework for Understanding Effective Professional Learning Community (PLC) Operation in Schools. *Journal of Education*, 204(3), 649-659. <https://doi.org/10.1177/00220574231197364>