

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.tamusa.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 Cogenenerative 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.tamusa.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>