



The University of
Texas at Tyler
School of Education

EDCI 5329: Coaching Practicum Spring 2024: January 16-May 3, 2024

Instructor: Dr. Jennifer Watters

Office: BEP 212C

Phone: 903-746-5753 (cell)

Email: jenniferbailey@uttyler.edu

Office Hours: By appointment

Class Meetings: Virtual

Important Dates

Census Date: January 29, 2024

Deadline for Spring 2024 Graduation: March 1, 2024

Spring Break: March 11-15, 2024

Last Day to Withdraw: March 25, 2024

Spring Commencement, School of Education: May 4, 2024

Catalog Description: This course allows students to put into practice their understanding of teacher learning, professional development, and academic coaching through a coaching practicum.

Student Learning Objectives: In this course, students will implement and document their understanding of teacher learning, professional growth, and academic coaching as evidenced by a complete coaching cycle.

This course addresses the following *Texas Educator Standards*:

Standard 6: Professional Practices and Responsibilities

- a) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgement.
- b) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
- c) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
- d) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

Course Topics Overview

- Moving from theory to practice: Application of the three stages of the coaching cycle: Jim Knight, *The Impact Cycle*
- Engaging in a coaching cycle with your coachee over the semester

Course Requirements and Grading

- Conversation with Dr. Watters about practicum overview (virtual group meeting) (10%)
- Coaching-Related Assignments (10% total)
- Stage 1: Identify Stage Evidence (20%)
- Stage 2: Learn Stage Evidence (20%)
- Stage 3: Improve Stage Evidence (20%)
- Cumulative Reflection over Coaching Cycle (20%)

Grading Scale

A = 90 – 100

B = 80 – 89.9

C = 70 – 79.9

D = 60 – 69.9

F – below 59.9

COURSE POLICIES

It is my desire that each of you profits from this course. I believe in open communication so we can all learn from each other. Please actively participate in our course activities so we may practice open dialogue. I also welcome you to visit with me in email, phone, or we can schedule a Zoom session. We can discuss the concept being discussed, the coaching process, or anything else you would like.

Participation – As this is a practicum, you are expected to be highly engaged in this course and to work directly with me as you participate in a full coaching cycle with a practicing educator. Know that I am here to assist you during the practicum.

Code of Conduct – I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate in class activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

Email:

In Canvas, if you'll look at the icon menu bar that borders the left side of your screen, you will see an Inbox. Select our Course where it lists your courses in Canvas. When you get into EDCI 5329, click on the icon to compose/write an email. There will be a list where you can select all, students, or instructors. Select the person you want to email and you're ready to write your message to them.

My direct email address is jenniferbailey@uttyler.edu

I will make every effort to respond quickly to your emails. Communicating with you is a priority, but I also want you to have realistic expectations in terms of a timely response. *If it is a weekday and you haven't heard from me within 24 hours, I did not get your email and please send it again. If it is a weekend, I may not respond until Monday morning.* Know that when you have tasks due, I will be checking email frequently. If your issue is urgent, call or text me anytime. Also, my priority is communicating with you, so if there are problems, let me know and we will work to solve them together.

People First Language/Class Etiquette:

Our language reflects our attitudes and beliefs. Always refer to persons, including people with disabilities, with respect. Degrading terminology will not be tolerated. In this class, we will strive to use “people first” language. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” not “an autistic child.”

Safe Zone:

I consider our online Canvas course shell to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider our online Canvas course shell a safe environment.

PARTICIPATION EXPECTATIONS:

You will document your participation in various ways in this course.

1. You must participate in a Zoom session with me at the beginning of the semester. This allows us to make a connection, discuss our expectations for the course, and make sure you have a good plan to begin working with your coachee for the coaching cycle. I look forward to our discussions.
2. Carefully follow all steps noted in Canvas along with the Coaching Practicum Expectations document/rubric.
3. You will need to consistently interact with your coachee throughout the entire semester in order to be successful in the course and provide evidence of the interactions through each stage of coaching.

WRITTEN ASSIGNMENTS:

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are provided in Canvas.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted through the assignment link available in Canvas. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic collusion is also unacceptable.

Digital Library Resources:

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library (<http://library.uttyler.edu>). Follow the link to the Library, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a specific journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. Our librarians are excellent, and they will assist you.

TECHNICAL INFORMATION:

Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by clicking on the Help tab within Canvas. UT Tyler has paid for 24/7 support for you. There are also Student Guides that provide you with very helpful information.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- [Adobe Reader](#) allows you to view, save, and print Portable Document Format (PDF) files.
- [Java Runtime Environment](#) (JRE) allows you to use interactive tools on the web.
- [Adobe Flash Player](#) allows you to view content created with Flash such as interactive web applications and animations.
- [QuickTime](#) allows users to play back audio and video files.
- [Windows Media Player](#) allows you to view, listen and download streaming video and audio.
- [RealPlayer](#) allows you to view and listen to streaming video and audio.

NETIQUETTE GUIDE: "[Netiquette](http://www.learnthenet.com/learn-about/netiquette/index.php)" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. URL: <http://www.learnthenet.com/learn-about/netiquette/index.php>

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

[Click here for the Texas Educator Code of Ethics](#)

BIBLIOGRAPHY

- Killion, J. (2015). *The feedback process: Transforming feedback for professional learning*. Oxford, OH: Learning Forward.
- Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching matters*. Oxford, OH: Learning Forward.
- Knight, J. (Ed.). (2009). *Coaching: Approaches & perspectives*. Thousand Oaks, CA: Corwin.
- Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin.
- Lindsey, D., Martinez, R., & Lindsey, R. (2007). *Culturally proficient coaching: Supporting educators to create equitable schools*. Thousand Oaks, CA: Corwin.