

TYLER Education

Course Prefix and Number EDCI 5321.060
Course Title Instructional Coaching
Session Spring 2024
Credit 3 hours
Course Meeting/Room Online
Office Hours by Appointment

Instructor Dr. Jennifer Watters
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903-746-5753 (cell)

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 provides an introduction to instructional coaching, a form of job-embedded professional development focused on improving teaching practice in order to improve student learning. In addition, culturally proficient coaching will be examined as a way to shift thinking in support of all students achieving at higher levels.

Student Learning Outcomes

In this course, students will:

- Compare and contrast models of instructional coaching used in schools.
- Discuss the critical nature of heavy vs. light coaching and the use of partnership principles in instructional coaching.
- Examine how instructional coaches work to engage teachers in reflective thinking that leads to improved student learning.

Course Requirements

Reflective Journal Entries	25%
Reading Quizzes (Check-in/Check-up)	20%
Connections Paper	20%
Final Exam	15%
Discussion Board/Online Participation	20%

Note: Online participation may include synchronous and asynchronous participation.

For details about assignments and due dates refer to the assignment schedule.

Course Grading

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
F	below 59%



Required Textbooks: Available through the library for free as an e-text.

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.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Schedule: The course schedule with specific dates will be provided as a Syllabus Addendum (attachment) when the course begins on Tuesday, January 16, 2024.

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. Assignments that do not follow the expectations and require the student to redo and resubmit will be adjusted by 10%.

There is no extra credit work.

Late work: All assignments must be submitted by the date listed on the assignment schedule. **Late work is not accepted.** If you have an emergency that prevents you from meeting a deadline, please contact Dr. Watters **prior to the due date** to make arrangements for an extension. Failure to communicate will result in a zero for the assignment.

Discussion Board Guidelines: If an initial discussion board post is submitted after the due date, no points will be awarded. Engaging in peer response will not earn partial credit. Initial Discussion Board posts are always due on a Tuesday by midnight, which is provided in the course calendar. This allows a few extra days to read before posting, while also allowing sufficient time for the small group to review posts and respond by the following Sunday. If Tuesday due dates are challenging for you, self-schedule your initial posts for the Sunday prior.

Class Participation

Given the constructivist design of the class and the online delivery format, it is imperative that this course is interactive. It is my expectation - and I am certain yours as well - that all students participate fully in all activities and assignments in order to maximize their learning experience. For this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter discussions, to ask relevant questions, and to share reflection. This means that each student should be:

- conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
- self-disciplined (spending time to be fully prepared),
- eager to share with your classmates (participating actively by sharing what you have prepared).

Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.



Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at jenniferbailey@uttyler.edu. If you have an emergency, you may also contact me via text or call. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to email within a few hours but given other commitments and responsibilities, my goal is to respond to emails sent during the week within 24 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend may receive a more delayed response.

Written Assignments, Quizzes & Exams

Some of the written assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade. All other written assignments as well as all quizzes and exams are individual assignments. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

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](https://www.uttyler.edu/counseling/University%20Guidelines,%20Links%20and%20Policies)



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.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).