



EDCI 5321.060: Instructional Coaching

Term: Spring 2026

Professor: Dr. Jennifer Watters

Office Phone: 903-566-6334

Email: jwatters@uttyler.edu

Last Day to Withdraw: March 30, 2026

Spring Break: March 9-15, 2026

Office Hours: Mondays and Tuesdays, 4:00-5:30pm (Zoom link on Canvas Home Page).

By appointment also.

Course Dates: January 12-May 1, 2026

Course Times: Online

Classroom: Canvas

Course Overview

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.

Required Textbooks and Readings

- APA Manual, 7th Edition. (program requirement)
- All course readings will be provided within each Canvas module as articles, book chapters, or free access to full texts from the library.
- Total Estimated costs of required course materials: \$0

Course Structure

This course is designed to support your instructional coaching development in moving from theory to practice and place you in the driver's seat to critically assess approaches to coaching, grounded in *The Impact Cycle* methodology by Jim Knight. In each module, you will read, engage in discussion with your Virtual Learning Community, apply your learning through varied experiential learning activities and personal reflection, and work toward preparation for personal implementation of *The Impact Cycle* through the Instructional Coaching Practicum.

Reading: Each module will be two weeks long. The first week of every module is intentionally designed for you to have time to read, watch correlating media connections or lectures, and reflect. This will set you up for moving from theory to practice, as we will use the reading to then move into an experiential learning activity or reflection.

Virtual Learning Community: Following your reading, we will engage in a discussion board during each module. This will be where you engage with your small group, AKA: your Virtual Learning Community. As an instructor, I strive to provide a differentiated approach to the boards, so it is not your typical “write a response and respond to two colleagues.” Instead, you will asynchronously engage with your learning community to unpack and explore the implications of the reading on your coaching identity. In alignment to taking the first week of the module to read, you will post your initial response by the second Tuesday of the module. For the learning community responses, I stagger the due dates within the discussion board forums to ensure equitable opportunity to engage meaningfully with all group members. The responses to your community will be due the following Sunday, providing the window of Wednesday-Sunday to respond. To more authentically connect with your community, you will be expected to engage using video posts. Please be sure to review the expectations for the respective board at the beginning of each module to plan your participation accordingly. Your timely participation in discussions is a substantial part of your grade in this course and late posts will result in a loss of credit.

Experiential Learning Activities and Reflections: To support learning application in each module, we will engage in experiential learning activities and/or reflections. Directions and supports will be provided within each module to prepare you for each activity.

Concept Map and Connections Paper: This formal writing exercise is designed to give you an opportunity to begin refining your own perspectives about various instructional coaching methodologies.

Reflective Journals: This informal writing exercise is designed to give you an opportunity to continue refining your own perspectives about instructional coaching methodology related to *The Impact Cycle*.

Check-in and Check-up: Throughout the course, I incorporate some short, formative feedback opportunities, which I call “Check-In and Check-up.” This is an opportunity for me to support your learning and get feedback on how I may better meet your needs as an instructor. Think “monitor and adjust” like we do in the classroom with our PK-12 students, colleagues during professional learning, etc. Your success is my priority, so please do take the opportunity to share how I can support you better, or if all is good, then affirmations are welcome so I know to do more of the same.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your learning community. You can learn a great deal from discussing ideas and perspectives with your peers, as you all have different perspectives you bring to the table through your educator experiences.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class: work, life, family, personal time, etc. Still, doing your best in graduate school means carving out enough dedicated time for coursework. I provide a pacing guide for each module to help you balance your time effectively. I encourage you to use this as a resource to support the “here and now” with coursework, and then also to develop strategies to balance demands in the future as an instructional leader.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to stay active with the course. I do use the announcement feature in lieu of sending out class emails to ensure you do not overlook or miss anything (emails can get buried sometimes!).

4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. For example, what we will read in week one of each module will then move forward into application. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me for support. Your success is my priority. I am available and happy to help.

Graded Course Requirements Information

Virtual Learning Community/Discussion Boards: Described above. Points are awarded in alignment to stated direction in the module.

Experiential Learning Activities and Reflections: Following experiential learning activities, you will engage in a written reflection for submission. Here, you will engage in exploring what you learned and how you will apply the learning in the future as an instructional coach. Points are awarded in alignment to stated direction in the module.

Concept Map and Connections Paper: Described above. Points are awarded in alignment to the provided rubric.

Reflective Journals: Described above. Points are awarded in alignment to the provided rubric.

Check-in and Check-up: Described above. This is a participation grade.

Grading Structure

Assignment	Percentage %
Discussion Board and Participation	25%
Experiential Learning Activities/Reflections & Check-In/Check-up	25%
Connections Paper and Concept Map	20%
Reflective Journals	20%
Final Exam	10%
Total	100%

Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

Late Work and Make-Up Exams:

1. No late work is accepted unless prior arrangements have been made.
2. If an initial discussion board post is submitted after the due date, no points for that board will be awarded. Engaging in peer response will not earn partial credit.
3. If you have an emergency or life event, please reach out to me **prior to the due date** to make arrangements. I do understand unexpected events happen, and I am here to support you.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under “Syllabus”.

- [University Policy](#)
- [Student Resources](#)

Artificial Intelligence Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.

Within this course, AI or Generative-AI tools are not to be used for any submissions, including discussion posts.

Calendar of Topics, Readings, and Due Dates

Getting Started Module: January 12-18

Module 1: Instructional Coaching and Research on Coaching

January 19-February 1

Reading: *Coaching Approaches*: Chapters 1 and 9; *The Impact Cycle*: Chapter 1, and research articles in module
To Do: *Scenario practice and reflection, Virtual Learning Community discussion, Begin concept map*

Module 2: Examining the Components of Leading CIA for Improvement

February 2-15

Reading: *Coaching Approaches*: Chapters 3, 4, and 6 and watch coaching video extensions to reading in module
To Do: *Scenario practice and reflection, Virtual Learning Community discussion, continue expanding concept map*

Module 3: Differentiated & Leadership Coaching

February 16-March 1

Reading: *Coaching Approaches*: Chapters 7 and 8 and Shoya’s Case Study in module
To Do: *Personality Inventory and reflection, Virtual Learning Community discussion, continue expanding concept map*

Module 4: Instructional Coaching and Classroom Management

March 2-22 (Spring Break-March 9-15)

Reading: *Coaching Approaches*: Chapters 2 and 5, Watch coaching video extensions in module
To Do: *Check-in and Check-up, Virtual Learning Community discussion, Last update/extension to your concept map*

Module 5: The Coaching Cycle: Identify Stage and PEERS Goal

March 23-April 5

Reading: The Impact Cycle: Chapters 2 and 3 and watch coaching cycle videos with Jim and Crysta

To Do: Reflection Journal (we will begin these in this module-info shared at that time since they are on the Impact Cycle) for Chapters 2 and 3, Virtual Learning Community discussion

Submit Concept Map and Connections Paper

Module 6: Coaching Cycle: Learn and Instructional Coach's Playbook

April 6-19

Reading: The Impact Cycle: Chapter 4 and the Playbook (190-228) and watch LEARN process videos

To Do: Check-in and Check-up; Virtual Learning Community discussion, Reflection Journal-Chapter 4 and Playbook

Module 7: Coaching Cycle: Improve

April 20-May 1

Reading: The Impact Cycle: Chapter 5 and watch IMPROVE process videos

To Do: Reflection Journal-Chapter 5 and Submit Reflection Journals

Final Exam

The UT Tyler College of Education and Psychology Mission and Vision

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

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