EDCI 5329.060: Instructional Coaching Practicum

Term: Spring 2026

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<mark>Last Day to Withdraw: March 30, 2026</mark>

Office Hours: Fridays, 9:00 A.M. – 12:00 P.M. and by appointment

Course Dates: January 12, 2026-May 1, 2026

Course Times: Online

Classroom: Canvas

Course Overview

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

Student Learning Outcomes

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
- 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.
- Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
- Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
- Teachers model ethical and respective behavior and demonstrate integrity in all situations.

Required Textbooks and Readings

Reference: Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin. <mark>This text is available through free access from the library.</mark>

Total Estimated costs of required course materials: $0

Course Structure

In this practicum course, you will engage in a full, three-stage coaching cycle using *The Impact Cycle* methodology. Through each stage, you will submit evidence and video recordings aligned to the expectations provided in the

practicum rubric. As this is a practicum course, you are expected to be highly engaged with implementing a full coaching cycle with a practicing educator. Know that I am here to assist you during the practicum.

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.

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. Still, doing your best in graduate school means carving out enough dedicated time for coursework.
3. **Login regularly.** I recommend that you log in to Canvas weekly to stay active with the course. I use both the announcement feature and class emails to ensure you do not overlook or miss anything. You can forward UT Tyler emails to your most frequently checked email account if needed.
4. **Do not fall behind.** Since you are following the coaching cycle, you will have benchmark to meet for each stage completion before moving to the next. 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 concept, reach out to me for support. I will provide my cell phone number in the Canvas course. If it seems like I have missed an email from you, please feel free to call or text. Your success is my priority. I am available and happy to help.

Graded Course Requirements Information

Pre-Coaching Meeting via Zoom: During the first two weeks of the course, you will attend a scheduled small group meeting to review the expectations for the coaching practicum and answer questions. Points are awarded for participation.

Coaching Preparation Activities: You will submit several preliminary coaching items to prepare for Stage 1 of the coaching cycle. Points are awarded for participation.

Stages 1-3: You will engage in Stage 1, Stage 2, and Stage 3 following *The Impact Cycle* methodology by Jim Knight and submit corresponding evidence and video. A rubric is provided for each stage.

Final Reflection: You will engage in a formal, written reflection on the full coaching cycle. The reflection structure and content expectations are described in the module.

Grading Structure

Assignment	Percentage %
Pre-Coaching Meeting and Preparation Activities	20%
Stage 1	20%
Stage 2	20%
Stage 3	20%
Final Reflection	20%
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 you have an emergency or life event, please reach out to me **prior to the due date (or as soon as possible, in the case of a dire emergency)** 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. Use your own words and experiences as the basis for all coaching stage submissions.

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 complete listing of the **Texas State Board of Educator Certification Standards**

Access the Texas Administrative Code for the **Educators' Code of Ethics and Standard Practices**