



School of Education Ed.D. in School Improvement

EDSI 6321: Support Systems for Job-Embedded Professional Learning Spring 2026

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School of Education
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Last Day to withdraw from this course: March 30, 2026

Course Description:

This course focuses on the design, implementation and evaluation of effective professional learning and development programs to promote school improvement. The course will also explore the use of observation data to design teacher-centered professional development that applies research-based andragogy and the tenets of high quality professional learning.

Student Learning Outcomes:

- Understand and apply Texas and national standards in professional design, implementation, and evaluation of professional learning and development.
- Analyze multiple sources of data to design a relevant and comprehensive professional learning program.
- Demonstrate a variety of strategies such as teaming and modeling to deliver professional learning that optimizes learning for educators and maximizes impact on instructional practices.
- Use theories and strategies to increase educator effectiveness and promote professional learning success.
- Collaborate with teachers about the importance of high quality professional learning and development (see TAC §232.13).
- Understand and promote professional learning communities (PLC) and their impact through use of structures such as teams, mentors, and instructional coaching.
- Identify the diverse needs of educators, students, schools, districts, parents, and communities in regards to relevant professional learning.
- Create a professional learning process for the purpose of improving instructional practices of teachers in order to support student learning.

Professional Learning Standards: The Student Learning Outcomes for this course will be based primarily on the following state and national standards:

InTASC Standard #9: Professional Learning and Ethical Practices

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Classroom Teacher Pedagogy Standards (19 TAC Chapter 235, Subchapter C),

Professional Practices and Responsibilities: Teachers demonstrate ethical practice and integrity, comply with applicable laws and the Texas Educators' Code of Ethics, engage in ongoing reflection and job-embedded feedback, pursue professional learning aligned to growth goals, seek leadership opportunities (including PLC leadership), and communicate clearly with stakeholders.

Learning Forward (formerly the National Staff Development Council) Standards for Professional Learning: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes.

Evaluation and Grading:

- Class participation, course discussions, quizzes (40%)
- Professional learning activities, reflective journal, and final project (60%)

Teaching Strategies: Lecture, model lessons, project-based learning, writing-based assignments, collaboration, reflection, discussions, assigned readings, case studies, and field designed applications.

Required Text:

Zepeda, S. (2019). Professional Development: What Works (3rd ed.). Milton: Routledge. Available free of charge via the Muntz Library at:

<https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=5724662>

Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore.

Additional Items:

- Campus Improvement Plan (CIP)
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Technology Access: This is an online course and will require reliable technology.

Required technology includes:

Hardware:

- Desktop or Laptop computer with Internet access.

Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab, a public library to complete and submit your work on time.

- A camera, microphone, and sound.

Software:

- A current operating system (Microsoft or Apple)
- A web browser (e.g., Chrome, Safari, Firefox, etc.).
- Access to Canvas and email (Patriot Mail)
- Microsoft Office (Available at no charge to students at <https://www.uttyler.edu/it/office365/proplus.php>)
- [Adobe Reader](#) or another PDF reader such as Preview on the Mac
- Other software as noted in each module

Technical Support: Technology related problems (e.g., email, matters of access etc.) can often be solved by calling the UT Tyler Information Technology Hotline at (903) 565-5555 x2 or by emailing them at itsupport@patriots.uttyler.edu. If you need Canvas support, see <https://www.uttyler.edu/canvas/>.

In your email be sure to include:

- The title and number of the course
- The Canvas page in question
- A description and message number for any error message that you receive
- What you were doing at the time you got the error message

Course Policies:

1. Class Participation: This course is designed as an online course and you are required to participate. You will have a weekly reading and assignment (e.g. reflection, discussion) due by Sunday at 11:59 PM. Projects will be due at specified dates/times as noted in the syllabus. The course schedule has been set up so that new assignments will be posted on Mondays. Students should expect to spend a minimum of six hours per module per week.

2. Grading Policy: All assignments are to be submitted on or prior to the due date. **Late work is not accepted** without prior permission from the instructor. Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

3. Grades of “I” will be given only when there is a compelling reason (e.g., serious illness). **If you have a question or need help, please email me prior to the due date at jdelello@uttyler.edu.** Please allow up to 48 hours for response to an email.

4. Descriptions of all projects and assignments will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through the assignment tab in Canvas.

5. SafeAssign/TurnitIn are tools that will be used to check a document for plagiarism. The tools provide feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, AI, and submitted to Canvas. *If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.*

6. The Use of Artificial Intelligence: Generative artificial intelligence (AI) like the software ChatGPT is now widely available to produce text, images, and other media. It is important to keep the following in mind: (1) An AI cannot pass this course; (2) Intellectual honesty is vital to the academic community and for my fair evaluation of your work, all work submitted in this course must be your own, completed in accordance with the University’s academic regulations; (3) You must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk. When content is produced by an artificial intelligence tool, it must be cited appropriately.

7. Dispositions - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. These dispositions are listed at the following website:
<http://www.uttyler.edu/education/documents/Dispositions.pdf>

Topical Outline:

Module	Dates	Module Focus	Assignments & Assessments
Module One Championing Professional Learning	Jan. 12–16	<ul style="list-style-type: none">• Course Introduction & Syllabus• Job-Embedded Professional Learning• Federal Legislation & Professional Learning Standards	<ul style="list-style-type: none">• Quiz #1: Championing Professional Learning• Reflection #1: Title II Interview & Journal
Module Two Professional & Job-Embedded Learning	Jan. 19–23	<ul style="list-style-type: none">• Effective Learning Practices• Job-Embedded Learning Models	<ul style="list-style-type: none">• Discussion #1: Case Study (Job-Embedded Learning)

Module	Dates	Module Focus	Assignments & Assessments
		<ul style="list-style-type: none"> • Professional Development Structures 	<ul style="list-style-type: none"> • Quiz #2: Professional & Job-Embedded Learning • Reflection #2: Leadership Scan
Module Three Principles of Adult Learning	Jan. 26–30	<ul style="list-style-type: none"> • Adult Learning Theory (Pedagogy & Andragogy) • Motivation & Professional Growth 	<ul style="list-style-type: none"> • Discussion #2: Personality Tests • Quiz #3: Adult Learning • Reflection #3: TED Talk #1 – Adult Learning
Module Four Needs and Goals	Feb. 2–6	<ul style="list-style-type: none"> • Framing Professional Learning • T-TESS Learning Components 	<ul style="list-style-type: none"> • Discussion #3: Professional Development Practices • TED-Ed Activity: <i>No More Bad Coffee</i>
Module Five Assessing Professional Learning	Feb. 9–13	<ul style="list-style-type: none"> • Evaluating Professional Learning • Principles of Change & Impact 	<ul style="list-style-type: none"> • Reflection #4: Campus Improvement Planning • Quiz #4: Evaluating Professional Learning
Module Six Professional Learning Communities	Feb. 16–20	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs) • Community of Inquiry (CoI) Model 	<ul style="list-style-type: none"> • Quiz #5: Professional Learning Communities • Reflection #5: PLC Case Study & Practice Connection
Module Seven Coaching & Mentoring	Feb. 23–27	<ul style="list-style-type: none"> • Coaching as Professional Learning • Cognitive, Instructional, and Peer Coaching • Mentoring & Mentorship 	<ul style="list-style-type: none"> • Simulation Activity: Instructional Coaching – New Teacher Evaluation • Discussion #4: Coaching and Mentoring
Module Eight Collaboration & Teaming	Mar. 2–6	<ul style="list-style-type: none"> • Increasing Collaboration & Teaming • Lesson Study Foundations • Collaborative Learning Structures 	<ul style="list-style-type: none"> • Group Assignment: Collaborative Learning in Action (Shared Artifact) • Discussion #5: Collaborative Learning in Practice
Spring Break	Mar. 9–13	No classes – Spring Break	No assignments due
Module Nine Action Research	Mar. 16–20	<ul style="list-style-type: none"> • Action Research • Lesson Study as Professional Learning • Observation & Reflection Cycles 	<ul style="list-style-type: none"> • Discussion #6: <i>The Lunch Hour</i> (Action Research Case Discussion) • Reflection #6: Learning Through Lesson Study & Observations

Module	Dates	Module Focus	Assignments & Assessments
Module Ten Building Capacity in Schools	Mar. 23–27	<ul style="list-style-type: none"> • Systemic Change • Vision & Living Systems Theory • Leadership for Capacity Building 	<ul style="list-style-type: none"> • Reflection #7: PLC Culture & Capacity Checklist • Building Capacity Artifacts (Handouts & Reflection)
Module Eleven Metacognition & Reflective Practice	Mar. 30–Apr. 3	<ul style="list-style-type: none"> • Metacognitive Thinking • Reflection Models (ERA & Gibbs) • Learning Logs & Action Logs 	<ul style="list-style-type: none"> • Reflection #8: Metacognitive Thinking & Practice • Quiz #6: Learning Logs & Reflection
Module Twelve Accountability & Professional Learning	Apr. 6–10	<ul style="list-style-type: none"> • Professional Learning Standards • Accountability vs. Compliance • Evidence of Impact 	<ul style="list-style-type: none"> • Accountability of Professional Learning Review
Module Thirteen Professional Learning Systems & Design	Apr. 13–17	<ul style="list-style-type: none"> • Synthesis of Professional Learning Systems • Adult Motivation & Growth 	<ul style="list-style-type: none"> • Quiz #7: Professional Learning Overview • Final Project Planning & Peer Feedback
Module Fourteen Professional Learning Design & Reflection (Final Project)	Apr. 20–27	<ul style="list-style-type: none"> • Designing Professional Learning Pathways • Voice, Choice, and Evidence of Learning • Reflection & Peer Review 	<ul style="list-style-type: none"> • Final Project

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

Core Purpose of the College of Education and Psychology: To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

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.

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.

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 can be accessed [here](#).