

# TYLER Education

**Course Prefix and Number** EDCI 5321.060  
**Course Title** Instructional Coaching  
**Session** Spring 2023  
**Credit** 3 hours  
**Course Meeting/Room** Online  
**Office Hours** by Appointment

**Instructor** Dr. Jennifer Bailey  
[jenniferbailey@uttyler.edu](mailto:jenniferbailey@uttyler.edu)  
903-746-5753 (cell)

Last Day to Withdraw from this course: **March 23, 2023**  
15 Week Course Calendar: January 9, 2023-April 29, 2023

## 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	20%
Connections Paper	20%
Final	15%
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 Textbook

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 Monday, January 9, 2023**

## 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 require the student to redo and resubmit will be adjusted by 10%.

There is no extra credit work. However, students may choose to resubmit written assignments if they are not satisfied with their grade. If a student chooses to resubmit a written assignment, the student may earn up to **90%** of the points. There are no retakes for quizzes, the midterm or the final exam.

All assignments must be submitted by date listed on the assignment schedule. Given the challenges that come with being a full-time educator while going to graduate school, each student has a **one-time** two-week grace period. The student has two options when using the one-time two-week grace period.

- a. Submit the assignments for ONE module up to two-weeks late without penalties. OR
- b. Submit the assignments for TWO modules up to one-week late each without penalties.

The student must contact Dr. Bailey to inform her that he/she/they will be using a “late pass.” If a written assignment is due and a “late pass” will be used, a note should be included with the assignment. It is the student’s responsibility to keep track of due dates and keep Dr. Bailey informed of any conflicts that result in late submissions. Failure to notify Dr. Bailey that a “late pass” will be used will result in a late submission penalty as explained below.

Once the **one-time** two-week grace period has been used or if the student does not notify Dr. Bailey when using a “late pass”, assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week. The “late passes” may **not** be used for the class discussions. To receive credit for the class discussions, the student must participate on time.

**Participation** and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion is a substantial part of your grade in this course.

**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](mailto: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](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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 21<sup>st</sup> 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](#).