EDCI 5322.460: Tools Used in Instructional Coaching

Course Prefix and Number: EDCI 5322
Course Title: Tools Used in Instructional Coaching
Session: Summer II 2025
Dates: July 7 - August 9, 2025
Credit: 3 hours
Course Meeting Location: Online
Instructor Office Hours: Virtual Office Hours By Appointment
Instructor: Dr. Katrina Maccalous
Instructor Contact Information: kmaccalous@uttyler.edu

Last Day to Withdraw from this course: July 29, 2025

Catalog Description
This course provides an overview of tools used in academic coaching to facilitate successful coaching cycles. Students will use these tools in simulated coaching environments to develop proficiency in engaging in coaching activities.

Student Learning Outcomes
In this course, students will gain proficiency in the use of tools in academic coaching to address the following coaching tasks:
- Establishing an environment that promotes Knight's Partnership Principles of coaching.
- Develop strategies to use in the Identify, Learn, and Improve stages of the Impact Cycle.
- Creating data displays for the coachee to change practice and improve student learning.
- Advancing the cultural awareness and proficiency of the coachee through the Impact Cycle.

Texas Educator Standards
Instructional Coaching allows coaches to support teachers' growth in the following Texas Educator Standards 1, 2, 3, 4, and 5. The Texas Educator Standards are provided at the end of this syllabus.

Required Textbook: Note this is available for free as an e-text through the library (link provided)
Lindsey, D., Martinez, R., & Lindsey, R. (2007). *Culturally proficient coaching: Supporting educators to create equitable schools.* Thousand Oaks, CA: Corwin.

****Supplemental chapters/readings will be provided within the course.*

Textbooks Used from Previous Coaching Courses
Knight, J. (2018). *The Impact cycle: What instructional coaches should do to foster powerful improvements in teaching.* Thousand Oaks, CA: Corwin.

Textbook Notice: 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 Requirements

In this course, you will provide evidence of your engagement and understanding through class discussions (25%) and written assignments/learning activities (75%).

Detailed information about course requirements, assignments, and the due date will be presented within our course. Please access the assignment schedule for details about the assignments and calendar.

Course Grading

A 90-100% of points
B 80-89% of points
C 70-79% of points
D 60-69% of points
F below 59.9% of total points

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. 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.

All assignments must be submitted by date listed on the assignment schedule. **Late work is not accepted. If you have an emergency that prevents you from meeting a due date, please contact Dr. Maccalous prior to the due date.**

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and group assignments is a substantial part of your grade in this course. You will note that your original post to the class discussions will be due first while your response to your classmates will be due later in the module. This structure will ensure we can engage in meaningful conversations about instructional supervision. If you wait until the weekend to complete the required readings and learning activities, you will not be successful in this course.

Communication

To contact me via email, you may use the Canvas email or my UT Tyler email listed on the syllabus. You may also call or text me to my provided cell number To access 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.

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 within 24 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

Written Assignments and Learning Activities
Some of the learning activities in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments 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

University Policies & Student Resources:
University policies and student resources are available on the University website and in Canvas under "Student and University Resources"
- 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.

UT TYLER 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.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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.

EDCI 5322: Tools Used in Instructional
Coaching Summer 2025 Calendar
Dr. Maccalous

Week 1: July 7-13
The Roles of the IC, Transitioning as an IC, Getting Organized as an IC
To Do:
Starter Activity
Readings
Simulation Activity
Reflection/Exit Ticket

Week 2: July 14-20
Leading Data-Driven Instruction + Building Trust
To Do:
Starter Activity
Readings
Discussion Board
Simulation Activity + Reflection
Begin LiveBinder Development

Week 3: July 21-27
Get Better Faster Model + Setting Goals with Teachers
To Do:
Starter Activity
Readings
Discussion Board
Simulation Activity + Reflection
Continue working on LiveBinder

Week 4: July 28-August 3
Culturally Proficient Coaching + Courageous Conversations
To Do:
Starter Activity
Readings
Discussion Board
Simulation Activity + Reflection
Continue working on LiveBinder

Week 5: August 4-9
Varied Instructional Strategies + Tech Tools
To Do:
Readings
Discussion Board
Finish working on LiveBinder (Major project/Make & Take Resource)