



**COLLEGE OF EDUCATION AND PSYCHOLOGY**  
**School of Education**

Course Prefix and Number      EDCI 5322.460  
Course Title                      Tools Used in Instructional Coaching  
Session                              Summer II 2020  
Credit                                3 credit hours  
Course Meeting/Room            On Line  
Last Day to Withdraw            **July 28, 2020**

**Instructor**                        Yanira Oliveras-Ortiz, Ph.D.  
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**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**

Lindsey, D., Martinez, R., & Lindsey, R. (2007). *Culturally proficient coaching: Supporting educators to create equitable schools*. Thousand Oaks, CA: Corwin.

**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.

## Overview of Topics and Dates

### Module 1

Review of Important Concepts of Instructional Coaching and Beginning Our Understanding of Cultural Awareness and Cultural Proficiency (July 6 – 12)

### Module 2

Diving into the Identify Stage and Creating Meaningful Data Displays (July 13 – 19)

### Module 3

The Learn Stage of the Impact Cycle and the Instructional Playbook (July 20 – 26)

### Module 4

The Improve Stage and Data Displays (July 27 – August 2)

### Module 5

Advancing Cultural Awareness and Cultural Proficiency within The Impact Cycle (August 3 - 8)

### Course Requirements

In this course, you will provide evidence of your engagement and understanding through class discussions (20%) and written assignments (80%).

Detailed information about each course requirement and the due date will be presented within our course.

### 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

**Last Day to Withdraw from this course: July 28, 2020**

### Course Policies

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

Written 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.

All assignments must be submitted by date listed on the assignment schedule. Given that this is a 5-week summer course, there will be no "late passes". **There will be a 10% late submissions penalty per day for any assignment submitted late.**

**To receive credit for class discussions, the student must participate on time. Late discussion posts will not be graded.**

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 Friday evenings, when the assignments are due, to complete the required readings and watch the lecture videos, you will not be successful in this course.

### **Communication**

To contact Dr. Oliveras or Mrs. Light 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 Dr. Oliveras at [yoliverasortiz@uttyler.edu](mailto:yoliverasortiz@uttyler.edu) and Mrs. Light at [alight@uttyler.edu](mailto:alight@uttyler.edu). Please note that these are **not a Patriots** email addresses.

We will respond to your emails as quickly as possible; our priority is to be supportive of your work to ensure your success. We generally reply to email within a few hours but given other commitment and responsibilities, our goal is to respond to emails sent during the week within 24 hours. While we try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

**Dr. Oliveras' preferred method of communication is email; I'm not always able to answer your phone calls.**

### **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 Polies**

#### **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](#).