



EDCI 566.01W: Practicum in Curriculum and Instruction, Coaching, and Campus Leadership in ECE-12 FALL 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Melanie Loewenstein, Associate Professor
University Email Address: melanie.loewenstein@etamuc.edu
Office Hours: 3:45-4:45 PM Wednesdays (Virtual) by Appointment
Preferred Form of Communication: Email
Communication Response Time: 48 hours maximum (M-F)/Email

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Academic Calendar 2025-2026

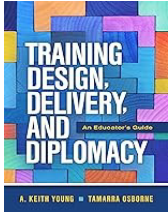
https://calendar.etamu.edu/academic?_gl=1*ndb87p*_gcl_aw*R0NMLjE3ODczMzU4NTluQ2p3S0NBanc3cF9VQmhCbEVpd0FocElzN3lrYVkyajF0VTN6UDhLTIBBUUVCeHFfS0V0Ynp3OWxvSk51OHNhQkFuR2RsYkpQSDZzWEtob0N5cHdRQXZEX0J3RQ..*_gcl_a_u*NzA_zNjI1MTIwLjE3ODMzNTkwNzA

This course is 100% online. Most assignments are completed asynchronously in accordance with the course calendar. Refer to the calendar for synchronous learning sessions/check-in meetings. Individual check-in meetings and Peer Worktime may also be required for some assignments.

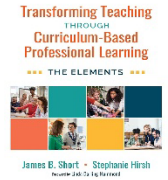
Materials – Textbooks, Readings, Supplementary Readings:

The following books are required for the course and may be purchased or borrowed from any source. Additional reading resources will be embedded within the D2L Course Shell. Also, you will be required to select another book from a coaching books list within the D2L course shell.

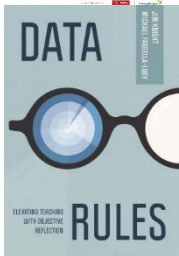
Required Text:



Young, A. K., & Osborne, T. (2023). *Training design, delivery, and diplomacy: An educator's guide*. ASCD.
(ETAMU Library Access E-Book)



Short, J. B., & Hirsh, S. (2022). *The elements: Transforming teaching through curriculum-based professional learning*. Corwin.
(will need to purchase)



Short, J. B., & Hirsh, S. (2022). *The elements: Transforming teaching through curriculum-based professional learning*. Corwin.
(ETAMU Library Access E-Book)

******Students will also choose another coaching topic book from the list provided by the Instructor. Students will need to work with a peer or peers (selecting the same book), depending on class count.**

Course Description

This field-based course will allow students to apply specific knowledge, skills, and strategies learned within the previous coursework to a school setting.

Students will work in collaboration with campus colleagues to complete tasks and projects that promote student learning and support campus improvement. Consent of the instructor required. Prerequisites: EDCI 501 and admittance into the Instructional Coach Grad Certificate Program. Crosslisted with: RDG 567.

Student Learning Outcomes: Through your experiences in this class, you should be able to:

- Analyze different types of campus data and use that data to create professional development, coach, and design classroom, grade level or campus level improvement initiatives.
- Create and implement an interactive workshop/professional development based

on specific campus needs. Content/Topic area is determined by the student.

- Create and implement a curriculum-based model of professional development experience for teachers. Content/Topic area is determined by the student.
- Describe an instructional coaching approach and/or technique and apply both in coaching a classroom teacher. Plan and implement a coaching cycle.
- Demonstrate an understanding of coaching application concepts through discussion, journaling, project creation, and presentations.
- Demonstrate an understanding of select school improvement strategies and initiatives.
- Implement school improvement strategy/tools in collaboration with school colleagues and/or administrators.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each unit, you will work on various combinations of assignments: activities, threaded discussions, readings, presentations, literature searches, video observations, training and workshop development, etc.

Four Main Practicum Projects

Project 1: Data Analysis Implementation and Presentation & Data-Informed Campus Initiative Planning

Implement Data collection & analysis protocols on school campus. Data Presentation and Discussion. Plan Data-Informed Campus Improvement Project Initiative

Project 2: Topic-Based PD Workshop

Design a 2-hour professional development training (using *2-Hour Workshop Blueprint* by Leanne Hughes and Training Design & Delivery and Diplomacy PD Principles). Present 45–60 minutes face-to-face or virtually, incorporating technology tools.

Project 3: Curriculum-Based PD Workshop

Design a 2-hour curriculum-focused professional development training (based on *2-Hour Workshop Blueprint*). Present 45–60 minutes face-to-face or virtually.

Project 4: Coaching Approach Application

Select and study an educational coaching model, tool, or strategy (e.g., Jim Knight). Apply it with a teacher on campus and present your findings, applications, and reflections to peers. (Peer Project)

Other Assignments may include article/chapter discussions, student introduction tasks, learning journals, and campus leadership tasks.

Types of Synchronous Learning Sessions

Attendees: *Whole Class w/ Practicum Instructor*

Course Units	Topics		General Learning Activities
Unit 1	Adult Learning Theories, Agency, and Resistance	Synchronous Mtg. 1	Course Logistics, Procedures, Protocols
	Campus Data Analysis Tools, Protocols and Data-Informed Campus Improvement Processes	Synchronous Mtg. 2	
Unit 2	Designing Engaging and Professional Development (Workshop Approach)	Synchronous Mtg. #3	- Synchronous Meeting Discussion Topic(s) - Pre or Post Discussion/Task Assignment Share
	Principles of Facilitating Engaging and Relevant Professional Development		
Unit 3	Curriculum-Based Professional Development	Synchronous Mtg. #4	- Final Project Share or Demonstration - Peer-Feedback and Support (Learning Partners or Teams) Worktime
	High-Quality Instructional Materials (HQIM)		
Unit 4	**Selected Instructional Coaching Book	Synchronous Mtg. #5	Brief Lecture w/Project Instructions
	Science of Learning Coaching Principles and Tools		
	Instructional Coaching Approaches and Strategies and Campus Implementation		

Attendees: *Learning Team Members*

Peer/Learning Team Work Independent Sessions Virtual Synchronous Between 5:00-7:30 PM	Learning Activities
Scheduled <u>as needed</u> throughout the semester	- Thought-Partner w/Practicum Instructor - Project Creation Check-In Meetings

Attendees: *Individual or Learning Team Members with/Practicum Instructor*

Guided Learning Sessions Virtual Synchronous Between 5:00-7:30 PM	Learning Activities
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The syllabus/schedule are subject to change.

Scheduled <u>as needed</u> throughout the semester	• Thought-Partner w/Practicum Instructor • Project Creation Check-In Meetings
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GRADING

Final grades in this course will be based on the following scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or Below

This course is a Pass or Fail Course. A grade of Pass is assigned when the final course grade is between 70%-100%. A Grade of Fail will be assigned to the final course grade that falls below 70%. Your grades will be updated regularly in the D2L gradebook. You may check your percentages throughout the semester

	Assignments	Points	Weights
Student Information Tasks	• Our Virtual Learning Community Introduction (AI Poster w/image) • Student Information Sheet • Campus Leadership Tasks	300	25%
Full Group Synchronous Learning Sessions (6)	Synchronous Lesson Session Participation (w/post or pre-learning reflective assignments)	600	25%
Major Practicum Project Assignments	• Practicum Project Assignment #1	100	50%
	• Practicum Project Assignment #2	100	
	• Practicum Project Assignment #3	100	
	• Practicum Project Assignment #4	100	

Assessments

The syllabus/schedule are subject to change.

The following rubric is a general outline for assessing all assignments. Please use this rubric to plan your responses and anticipate the grade you will receive.

100-90=Highly impressive—well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.

89-80=Commendable—in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

79-70=Developing—probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.

69-60=Minimal—somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

Students are responsible for alerting the instructor of any errors seen in the Gradebook as soon as possible.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Questions about the Course, Assignments, Syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday (8:00-4:00) and often on the weekends. If you email me and do not receive a response from me after 24 office hours (not including the weekend), please resend the email. If you do not receive a response after several office days, or have an urgent need to speak with me, call the EDCI Office (903-886-5307) and ask an office manager to contact me.

Office Hours

Email me to schedule an appointment.

Email Correspondence

All emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day. Always send emails to me at the university email address provided on the first page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work.

Specific dates and times are established for every assignment. ***Students who feel that they cannot submit the assignment by the deadline should contact the instructor prior to the due date about the circumstance.*** Extra work is not allowed to compensate for missing or later work. Technology Failure is not an automatic approved

excuse for submitting late work. If you experience a technology issue you should: 1. Contact the Tech Support Team and send a copy of the “trouble ticket” to the instructor to document your efforts; 2. Email the assignment directly to the instructor before the due date to document your efforts.

Syllabus Change Policy

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI use in course

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law

enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

