



**EDE 6556: Coaching for Student Learning**

**CRN# 20108 Sec# 002**

**3 Credits**

College of Education

Department of Teaching and Learning

## **COURSE SYLLABUS**

Semester: Spring 2026

**Class Meeting Days:**

**January 14, 28**

**February 11, 25**

**March 11, 25**

**April 8**

**Final Presentations and Celebration April 22**

Class Meeting Time: 6-8 PM

Class Meeting Location: Teams

### **Microsoft Teams**

[Join the meeting now](#)

Meeting ID: 220 190 371 644 31

Passcode: BX6TU2UD

Instructor: Dr. Tammy Sommers

Email: sommers252@usf.edu

Office Hours: By appointment only

Phone Number: 630-551-5666

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### **I. Minimum Technical Skills & Requirements**

In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the computer system requirements listed at:

<https://www.usf.edu/it/remote/requirements-for-students>

### **II. Welcome to EDE 6556 Coaching for Student Learning!**

This course is one of four courses in the Teacher Leadership for Student Learning Graduate Certificate. It is designed for practicing teachers who want to develop or refine their coaching skills with peers or preservice teachers. We are so excited to have you in this course! Welcome to, what we hope will be, a fantastic semester of learning together to improve instructional practice in order to make a difference for K-12 students.

### **III. University Course Description**

This course prepares effective coaches for facilitating preservice and in-service educator learning with a specific focus on P-12 student learning. Within this course, the student will:

(1) develop an understanding of student-centered, evidence-based coaching for student learning and (2) acquire the knowledge, skills, abilities needed to provide coaching to preservice and in-service teachers.

#### **IV. Course Prerequisites**

EDE 6076 (However, if you have not taken the prerequisites, please contact the Teacher Leadership Certificate Program Coordinator, Dr. Jennifer Jacobs, at [jjacobs8@usf.edu](mailto:jjacobs8@usf.edu) for assistance.

#### **V. Course Purpose**

This course is designed to keep your eye on the goal, student learning by establishing *Student-Centered Coaching* as a valuable vehicle for improving student learning. The goal is to keep your eye and the teacher's eye on student learning. After reading this book, you will be able to identify the key elements of student-centered coaching as well as the strengths and weaknesses of your current school context in relation to the concepts discussed.

This course will turn your gaze towards working with individual teachers. We will do this by exploring an expanded version of the clinical education model. Finally, the student will coach a preservice or in-service educator. During this experience, the student will document the coaching activities related to each of the course objectives. Students will provide a portfolio of evidence demonstrating their progress on each objective. Your coaching reflection should be highly reflective and integrate the concepts in the readings and class discussions.

#### **Course Goals:**

1. Accesses and uses research to improve practice and student learning
2. Promotes professional learning for educational renewal
3. Facilitates professional learning of inservice and preservice teachers through instructional coaching
4. Promotes the use of assessments and data for instructional improvement

#### **VI. How to Succeed in this Course**

You can be successful in this course by being prepared for all modules and being responsive to your peers. This course is based on social learning and therefore requires several discussions. Your active participation will not only help your learning, but as a teacher leader, you will also be helping your peers learn. Make sure that you are posting by deadlines and responding to your peers' posts as well as their comments to your posts. Being actively engaged will help transform this course into a professional learning community.

It is also important that you communicate with your instructor. Be proactive rather than reactive. As adult learners, we understand that students are often trying to balance many

demands on their time personally and professionally. Be sure to reach out to your professor if you are struggling or need assistance.

## **VII. Course Topics**

- How do we establish Student-Centered Coaching?
- What is Student-Centered Coaching?
- How do we craft a culture of learning
- How do we use data as an essential component of Student-Centered Coaching?
- What are practices that support Student-Centered Coaching?
- How do we develop systems and structures for teacher learning?
- How do we engage the Adult Learner?

## **VIII. Student Learning Outcomes**

This course is aligned to the Teacher Leader Model Standards (TLMS). The course objectives include:

- a)** Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs in order to advance shared goals and professional learning (TLMS 1)
- b)** Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning (TLMS 1)
- c)** Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges (TLMS 1)
- d)** Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning (TLMS 2)
- e)** Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning (TLMS 2)
- f)** Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning (TLMS 3)
- g)** Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices (TLMS 4)
- h)** Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards (TLMS 5)
- j)** Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator (TLMS 4)

**k)** Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction (TLMS 4)

**l)** Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students (TLMS 6)

## **IX. Required Texts and/or Readings and Course Materials**

**Sweeney, D. and Harris, Leanna. (2020). The Essential Guide for Student Centered Coaching: What every K-12 coach and student leader needs to know. Thousand Oaks, CA. Corwin Press.**

Additional readings as assigned on Canvas.

Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco, CA. Jossey-Bass.

Burns, R. W., & Badiali, B. (2015). When supervision is conflated with evaluation: Teacher candidates' perceptions of their novice supervisor. *Action in Teacher Education*, 37(4), 418-437. DOI: 10.1080/01626620.2015.1078757

Cook, L. and Friend, M. (2004). *Co-teaching: Principles, Practices, and Pragmatics*. Paper presented at the New Mexico Public Education Department Quarterly Special Education Meeting. Albuquerque, NM

Glickman, C., Gordon, S., and Gordon, J. (2014). *Supervision and Instructional Leadership: A Developmental Approach*. New York, NY. Pearson.

Knight, J. (2016). *Better Conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Thousand Oaks, CA. Corwin Press

Nolan, J. and Hoover, L. (2004). *Teacher Supervision and Evaluation: Theory into Practice*. San Francisco, CA. Jossey-Bass.

Sullivan, S. and Glanz, J. (2013). *Supervision That Improves Teaching and Learning: Strategies and techniques*. Thousand Oaks, CA. Corwin

Sweeney, D. (2010). *Student-Centered Coaching: A Guide for K–8 Coaches and Principals*. Thousand Oaks, CA. Corwin Press.

Tschannen-Moran, B., and Tschannen-Moran, M. (2011). The Coach and the Evaluator. *Coaching: The new leadership skill*, 69 (2), pp.10-16.

## **X. Grading Scale**

| Grading Scale (%) |    |
|-------------------|----|
| 94-100            | A  |
| 90 – 93           | A- |
| 87 – 89           | B+ |
| 84 – 86           | B  |
| 80 – 83           | B- |
| 77 – 79           | C+ |
| 74 – 76           | C  |
| 70 – 73           | C- |
| 67 – 69           | D+ |
| 64 – 66           | D  |
| 60 – 63           | D- |
| 0 – 59            | F  |

## **XI. Grade Categories and Weights**

Discussion Posts: 50% of grade

Coaching Cycles: 40% of grade (20% for each cycle)

Final Reflection: 10% of grade

## **XII. Essay and Project Assignments**

### **1. Discussion Posts**

Students will engage in weekly discussion posts designed to encourage critical thinking, application of course material, and interaction with peers. Each post should reflect a thoughtful response to the prompt, integrating concepts from readings and any relevant external sources. Often, discussion posts will include creating some product that will be shared with peers. These discussion posts are a key vehicle for understanding how students make meaning of the course material.

## 2. *Coaching Cycles*

For this assignment, you will engage in at least two rounds of clinical coaching. A round of clinical coaching consists of (1) a pre-observation conference with the teacher, (2) a systematic observation of teaching or a co-teaching experience, and (3) a post-observation conference. For the pre- and post- observation conferences, you should follow Nolan and Hoover's (2010) guide for questions. The preconference will also be used to construct an appropriate data-gathering instrument. For ideas, you can refer to observational tools found in Sullivan and Glanz's (2013) text Supervision that Improves Teaching and Learning: Strategies and Techniques. During the observation, you will gather data. Then you will use that data to guide your post observation conference. Your pre- and post- observation conferences should be video recorded. After each cycle of clinical coaching, you will write a reflection documenting your perspective on the experience.

## 3. *Critical Task: Sharing Learning Journeys*

For this assignment, you will inquire into your coaching performance. You will look across your reflections from your course readings, your espoused platform, and your cycles of clinical coaching to make some claims about your current performance as a coach. Your claims should be supported with research and data, even if your performance is not as you hoped it would be. You should articulate lessons learned from these experiences and identify coaching goals for future practice.

Your final reflection must be posted to Canvas in the Teacher Leadership Certificate Completion Course, and it must receive a B or better to count towards the Certificate. Students will be asked to revise and resubmit the assignment until it meets the standard of a B. However, instructors reserve the right to use the initial points earned from the first submission in determining the final grade for the course.

**Grading Criteria:** Letter grades will be earned using the grading scale above. No grade below a C- will be accepted toward a graduate degree. A grade of "I" will only be awarded for situations in which the student has completed the majority of the coursework and is confronted with an extenuating circumstance at the end of the semester, which significantly impacts their ability to complete assignments in a timely manner.

## **XIII. Grade Dissemination**

You can access your scores at any time using "Grades" in Canvas.

## **XIV. Course Schedule**

The course is online synchronous. Please see Canvas for specific course schedule.

**XV. Graduate Certificate Statement:** This course is part of the graduate certificate in Teacher Leadership. This unique certificate offers a graduate level credential in a specialized field of study with a specific focus. Most certificates require 12 -15 hours of selected coursework. If you are interested in earning this credential, please go to <http://www.usf.edu/innovative-education/programs/graduate-certificates/application-process.aspx> for more information and to register for this certificate. The four courses in the Teacher Leadership Certificate include: (1) EDE 6076 Teacher Leadership for Student Learning, (2) EDE 6556 Coaching for Student Learning, (3) EDE 6486 Teacher Research for Student Learning, and (4) EDE 6366 Professional Development for Student Learning.

**XVI. Integration of This Course into Your Academic Experience (N/A)**

**XVII. Global Citizens Project (N/A)**

**XVIII. Course Policies: Grades**

**Late Work Policy:** Offer specifics about your policy on late work.

Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Extra Credit Policy:** Offer specifics about your policy on extra credit.

Example: There is only one extra credit assignment: building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

**Grades of "Incomplete":** Offer specifics about your policy on incomplete grades.

The current university policy concerning incomplete grades will be followed in this course.

For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

For USF Tampa graduate courses and USFSP undergraduate and graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only

when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

**Rewrite Policy:** Offer specifics about your policy on rewrites.

Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Make-up Exams Policy:** Offer specifics about your policy on exam make-ups.

Example: If a student cannot be present for an examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that s/he cannot be present for the exam. Make-up exams are given at the convenience of the instructor usually on Fridays at 10 am.

**Exam Retention Policy:** Describe how long you will keep graded work.

Example: After exams are graded, the instructor will review the examination with the class and collect all exams. The exams will be retained for one semester following the current one, and then they will be destroyed.

**Essay Commentary Policy:** Offer specifics about your policy on essays.

Example: Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

**Group Work Policy:** Offer specifics about your policy on group work.

Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are



the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Final Examinations Policy:** All final exams are to be scheduled in accordance with the University's final examination policy.

## **XIX. Course Policies: Technology and Media**

**Email:** Please allow 24-48 hours (business days) for a response.

**Canvas:** This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

**Course Discussions:** Your participation grade depends upon your communication in class sessions and online. It is imperative you engage in respectful and collegiate discourse. Any violations of ethical and professional conduct will be handled at the instructor's discretion.

## **XX. Course Policies: Student Expectations**

- **Academic Grievance Procedure:** <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
- **Academic Integrity:** <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
- **Disruption to Academic Process:** <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
- **Disability Access-** Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
- See student responsibilities: <http://www.sds.usf.edu>
- See instructor responsibilities: <http://www.asasd.usf.edu/instructorresponsibilities.asp?refer=FACULTY>
- **Religious Observances:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
- **Sexual Misconduct/Sexual Harassment Reporting:** USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (**USF Policy 0-004**). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based

crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the [USF Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: [usf.edu/title-ix](http://usf.edu/title-ix)

- **Statement of Academic Continuity:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).
- **End of Semester Student Evaluations:** All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.
- **Turnitin.com:** In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original. In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.
- **The Writing Studio:** The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2<sup>nd</sup> Floor, or call 813-974-8293.

## **XXI. Important Dates to Remember**

For important USF dates, see the [Academic Calendar](http://www.usf.edu/registrar/calendars/) at <http://www.usf.edu/registrar/calendars/>

|                     |                                                                       |
|---------------------|-----------------------------------------------------------------------|
| Friday, January 9   | Last day to register for Spring without late registration fee penalty |
| M-F, January 12-16  | Spring classes begin                                                  |
| Friday, January 16  | Spring drop/add ends: fee liability/tuition payment deadline          |
| Monday, January 19  | Dr. Martin Luther King, Jr. holiday; no classes & USF offices closed  |
| Monday, February 16 | Spring midterm grading opens                                          |
| Tuesday, March 3    | Spring midterm grading closes                                         |
| Monday, March 9     | Spring final grading opens                                            |
| M-F, March 16 - 22  | Spring Break                                                          |
| Saturday, March 28  | Spring last day to withdraw without academic penalty                  |
| April 22            | Final Presentations and Celebration at USF SM                         |
| Friday, May 1       | Spring last day of classes                                            |
| May 4 - 7           | Final Exam Week.                                                      |
| Friday, May 15      | Spring grades visible on Student Self-Service                         |