



EDE 6366

Professional Development for Student Learning

CRN 13196 Section 002, 3 credit hours

College of Education

GRADUATE DEPARTMENT

Semester: Spring 2026
Class Meeting Days: Mondays
Instructors: Dr. Sam Haraf and Dr. Jenn Jacobs
Office Location: EDU 202
Office Hours: by appointment
Email: sharaf1@usf.edu
Class Meeting Time: Mondays, 6:00-8:00 pm

**COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS**

“The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.”

I. Course Prerequisites (if any):

There are no prerequisites for this course, but it is recommended that EDE 6076 Teacher Leadership for Student Learning, EDE 6486 Teacher Research for Student Learning, and EDE 6556 Coaching for Student Learning are taken prior to this course.

II. Course Description:

This course prepares effective teacher leaders for facilitating job-embedded educator learning with a specific focus on P-6 student learning. Within this course, the student will: (1) develop an understanding of a variety of professional learning vehicles designed to strengthen teacher and student learning and (2) acquire the knowledge, skills, abilities needed to implement these tools within the school setting.

III. 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.

IV. Course Goals

1. Develop the knowledge, skills, and abilities to foster a collaborative culture to support educator development and student learning.
2. Develop the knowledge, skills, and abilities to facilitate professional learning for continuous improvement.
3. Develop the knowledge, skills, and abilities to foster attention to the needs of diverse student populations and the ability to identify and establish necessary changes in practice.

V. Course Objectives:

In completing the requirements for this course, the students will be able to:

1. Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning (TLMS 1)

2. Collaborate with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals (TLMS 3)
3. Use knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.(TLMS 6)
4. Examine a variety of job-embedded professional learning tools for fostering meaningful professional learning for teachers and for improved K-12 student learning (TLMS 3)
5. Advocate for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals (TLMS 7)
6. Utilize group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change (TLMS 3)
7. Use information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning (TLMS 3)
8. Assist colleagues in accessing and using research in order to select appropriate strategies to improve student learning (TLMS 7)
9. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues (TLMS 1)

VI.Content Outline:

In this course, students explore the theoretical underpinnings of job-embedded professional development as well as translate their theoretical knowledge into practice by engaging in professional learning with colleagues. To achieve these ends, the course is divided into the following segments: The first segment introduces the theoretical underpinnings. The second segment introduces a toolbox of professional development tools with attention to the research base associated with each tool. The third segment provides students to practice the use of these tools under the coaching of the instructor. The fourth, and final segment, provides the students with the opportunity to document their learning in relation to the course objectives and, through analysis of this data, establish future goals for their own professional growth.

Modules:

1. Introduction
2. What is job-embedded professional learning (JEPD)?
3. The Back Porch of JEPD
4. Resourcing JEPD
5. The Professional Development Toolbox
 - a. Lesson Study
 - b. Professional Learning Communities and Critical Friends Groups
 - c. Research in Action, Co-teaching, Inquiry and Action Research
 - d. Book Studies and Digital Tools
 - e. Conversation Tools and Protocols
 - f. Peer Observation and Coaching
6. Inquiry into Educational Change
 - a. Developing a Plan and Designing Data Collection Tools
 - b. Gathering and Analyzing Data
 - c. Making Evidence-Based Claims and Developing a Plan of Action
7. Advocating and sharing job-embedded professional learning

8. Evaluation of Student Outcomes: (* Indicates a critical assignment)

Attendance and Participation: Discussion is the signature pedagogy of this course; therefore, your active, regular, and thoughtful participation is expected. It is our desire to build a supportive, respectful classroom community where all feel safe and encouraged to share their ideas and their experiences. By sharing, we stimulate the thinking and learning of others and ourselves. Discussions are assessed using the Discussion Rubric.

Your preparation for and participation in class are important aspects of your involvement in this course. Your contributions to the quality of classroom learning activities influence your own learning as well as that of your colleagues. It is expected that at all times you will **keep current with the course readings**. Unexcused absences or repeated lateness will result in the loss of one letter grade.

Critical Task: Inquiry into Educational Change:

You will conduct an assessment of yourself and your school to ascertain the current structures of professional development in your context. Through data collection and self-reflection based on course readings/discussions, you will analyze yourself, school structures, school governance and attitudes of teachers regarding professional development. You will use this data to create and share a plan of action to actualize job-embedded professional learning in your school.

Your project 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.

VII. Grading Criteria:

A+	100	C+	79-80
A	93-100	C	73-78
A-	91-92	C-	71-72
B+	89-90	D+	69-70
B	83-88	D	62-68
B-	81-82	F	Below 61

Students are expected to engage in all tasks and procedures as outlined in the course syllabus and documented below. The successful student will meet professional standards for educators that include attendance, professional presentation, honesty in maintaining attendance and other records as well as demonstrating competence in classroom management and instructional tasks as outlined in the Florida Educator Accomplished Practices (FEAPs) and the USF Disposition and Social Media Contracts.

Late Work Policy: All work is expected by the indicated due date and time, unless you have communicated in advance about flexibility needed.

Extra Credit Policy: There are no extra credit assignments for this course.

Academic Integrity Policy

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity

violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF System Regulation 3.027](#).

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Grades of "Incomplete"

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

VIII. UNIVERSITY POLICIES: Standard Policies

1. **Final Examinations Policy** - all final examinations are to be scheduled in accordance with the University's final examination policy. <http://www.ugs.usf.edu/policy/FinalExams.pdf>
2. **General Attendance Policy** <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
3. **Early Notification Requirement for Observed Religious Days** - 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>
4. **Academic Integrity of Students** <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
5. **Disruption of the Academic Process** <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
6. **Gender-Based Crimes** - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](#) (813-974-2831) and [Student Health Services](#) (813-974-2331).

7. **Student Academic Grievance Procedures** <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>

8. **Students with Disabilities** - 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>

IX. Turnitin Privacy Policy

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. Please follow your instructor's instructions carefully regarding what identifying information to include.

- [How do I submit a Turnitin Assignment?](#)

X. University Emergency Policy

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, Elluminate, Teams, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information

XI. Auditing the Course

Per USF Policy 10-006: Registration Changes Including Course Change, Cancellations, Withdrawals, and Auditing, an auditing student “attends the class as a listener.” Please identify yourself as an auditor in the course within the first two weeks and let me know if you wish to discuss your role in the classroom.

XII. Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

XIII. Title IX Policy

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

XIV. 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.

XV. Rewrite Policy

Rewritten assignments will only be accepted at the discretion of the instructor and requires communication in advance of turning in the rewritten assignment. Supervisors may require an assignment to be rewritten if the teacher candidate turns in work that does not meet the minimum expectation for the assignment.

XVI. Group Work Policy

Collaboration is critical to your development as a teacher. Teacher candidates are expected to work collaboratively when seminar activities and assignments warrant group work. The quality of this collaboration will be reflected in your Participation and Professionalism grade. If an assignment is not assigned as group work, independent work must be submitted.

XVII. Course Policies: Technology and Media

Email & Canvas: All students are expected to keep up with their progression through the Level II internship tasks, to monitor seminar information using Canvas, and to regularly check their USF email account. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, consult the Canvas help guides, or you may contact USF's IT department at (813) 974-1222 or help@usf.edu.

Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is **prohibited**. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

WhatsApp, GroupMe, and Student-to-Student Communication: While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](#), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

XVIII. Course Policy on Acceptable Use of Generative AI Tools

Purpose: The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

Policy:

1. Definition of Generative AI Tools: Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited

- to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.
2. **Permitted Use:** Generative AI tools may be used as a supplement for some assignments; however, *generative AI tools are not to be used for any personal reflection/statement assignments, any lesson plan assignments requiring student-generated content, any data collection tasks, or for any Critical Task assignment.* *Acceptable use of generative AI includes such tasks as generating images to represent concepts in visual/presentation materials, translation of content for students who are ESL/ESOL, assisting with the creation of worksheets/activities/data collection tools, etc., designing formative assessment probes or materials, generating higher order thinking questions, assisting with the creation of images and/or diagrams for instructional purposes, supporting development of teacher-driven innovative scripting, providing explanation of topics/content as background research for the teacher. Important: students must responsibly use these tools, adhering to the guidelines outlined in this policy. Use of AI tools must always be cited. Please confirm with instructor prior to using AI tools if you are uncertain whether the use is permissible.*
 3. **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. This includes:
 - a. Citing all AI-generated content used in their submissions. Follow the [USF Library Guidelines for citations](#)
 - b. Providing explicit detailed description for how AI-generated content was used in the submission.
 - c. Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected.
 - d. Using AI tools as a supplemental resource (i.e., as an editor), *not as the primary means of completing assignments.*
 - e. Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.
 4. **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027).
 5. **Questions and Clarifications:** If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

XIX. Learning Support and Campus Offices

Academic Accommodations: Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website. [SAS website for the Tampa and Sarasota-Manatee campuses.](#)

Academic Support Services: The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support: If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy: The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center: The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring: The Tutoring Hub offers free tutoring in several subjects to USF undergraduates.

Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

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, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus](#)

[Writing studio website for the Sarasota-Manatee campus](#)

XX. University Important Dates to Remember

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
Monday, April 27	In-person presentations
Friday, May 1	Spring last day of classes
S-R, May 2 - 7	Final Exam Week
Friday, May 15	Spring grades visible on Student Self-Service

XXI. Course Dates to Remember

(draft; subject to change – Please monitor email and Canvas announcements)

- Monday, January 12—Teams Class Meeting 6:00-8:00 PM
- Monday, January 19 – No class/Holiday
- Monday, January 26—Teams Class Meeting 6:00-8:00 PM
- Monday, February 2 – Asynchronous
- Monday, February 9—Teams Class Meeting 6:00-8:00 PM
- Monday, February 16— No class/Holiday
- Monday, February 23—Teams Class Meeting 6:00-8:00 PM
- Monday, March 2– Asynchronous
- Monday, March 9—Teams Class Meeting 6:00-8:00 PM
- Monday, March 16– No class/Holiday Spring Break
- Monday, March 23—Teams Class Meeting 6:00-8:00 PM
- Monday, March 30– Asynchronous
- Monday, April 6—Teams Class Meeting 6:00-8:00 PM
- Monday, April 13– Asynchronous
- Monday, April 20—Teams Class Meeting 6:00-8:00 PM
- Monday, April 27-Final F2F Presentations Time TBD