



Course Prefix, Number: RED 6247
Course Title: Supervision & Coaching in Literacy
CRN Credit Hours: 3
College of Education, LLEEP

COURSE SYLLABUS

Last Updated: 1/6/2025

Semester: Spring 2026
Dates: January 12 - March 7
Delivery Method: Fully Online – Asynchronous sessions
Location: Canvas
Regular Instructors: Wenyu Guo, Ph.D.
Professor Email: guow@usf.edu
Virtual Office Hours: As needed: Zoom

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](https://www.usf.edu/it/remote/requirements-for-students.aspx) listed at: <https://www.usf.edu/it/remote/requirements-for-students.aspx>

I. Welcome!

I am thrilled to serve as your Professor of Record for this course. With an extensive background in the field of literacy education and over two decades of expertise in reading, across countries, states, and contexts, it is an honor to be able to serve as your facilitator and guide. As with every course in this program, many colleagues across our Literacy Studies program have contributed to the design of the course content. In addition to my role in the design of the course, these individuals include Dr. Jenifer Jasinski Schneider, Dr. Patriann Smith, Dr. James King, and Mellissa Alonso Teston.

II. University Course Description

RED 6247 Supervision and Coaching in Literacy focuses on planning and administering literacy programs and preparation as coaches in reading within STEM area content courses. Intensive work on individual research and projects with a focus of integrating literacy strategies in STEM area content courses.

III. Course Prerequisites

There are no prerequisites. It is preferred that teachers will have completed the reading endorsement coursework prior to enrolling.

IV. Course Purpose

The purpose of this course is to develop Reading Specialists/Literacy Coaches and Administrators whose goal is to improve reading achievement in their assigned school or district positions. See <https://www.literacyworldwide.org/get-resources/standards/standards-2017>

You are taking a course that is offered in the Literacy Studies program in the College of Education at USF. In this course, students will learn strategies to serve as reading and literacy leaders in all school settings. As a literacy leader, it is your responsibility to particularly understand also, the ways in which our histories of educational practices in the US have resulted in the systematic oppression of Black people through racialized initiatives that enforce segregation, create separate schools, libraries, curricula, and result in unequal educational opportunities. These policies and practices, which also affect Brown people, Native peoples, Asian people, LGBTQIA+ people, immigrants, multilingual learners, and other long-marginalized groups, have yielded a pandemic of illiteracy and corresponding poverty that continues to significantly limit access to education, create disparities in healthcare, and obstruct employment opportunities among many other social ills. As literacy scholars and educators, we take seriously our responsibility to advocate for and improve literacy outcomes for Black children, Black families, and Black students as well as eradicate all forms of racism and oppression from the systems in which marginalized peoples, as well as all humans, live, work and study. Please read the [USF Literacy Studies statement on Anti-Racism](#).

V. Instructor Contact Information and Communication

All communication about the course content or assessments will occur within the bounds of the Canvas Discussion Board. Here's why:

- **Expedience:** If students have a question or comment, students will post to the Discussion Board and the instructor will respond in the Discussion Board. Once students post questions, the instructor can provide clear instructional support in one place and at one time rather than answering the same question over and over in different places.
- **Consistency:** The Discussion Board ensures the instructor provides consistent responses to all students.
- **Peer Feedback:** The Discussion Board is a public space within the course and students can help each other. Student-to-student communication creates a collaborative community.
- **Permanency:** The Discussion Board creates a permanent record of questions and answers so students can return for details. Students especially like this feature when completing assignments or quizzes.
- **Reliability:** The Discussion Board allows the instructor to provide reliable feedback and to keep track of student responses. If students misunderstand or if the response is vague or confusing, the instructor can revisit the answer.

- **Personal issues:** Students should use the instructor's email to discuss personal issues.

Email: guow@usf.edu

Use email to inform the instructor of personal issues. The instructor will check email Monday through Friday between 9am and 5pm. The instructor will not check email or discussion boards on the weekend. Everyone deserves and needs work/life balance. Enjoy!

VI. First Week Attendance Policy

First day attendance is determined by students' completion of Module 0. This module includes an orientation to the course, syllabus review, an introduction of yourself and short quizzes based on materials provided.

VII. How to Succeed in this Course

Online courses require students to be self-motivated, conscientious, diligent, and ethical. Online courses also require students to be excellent readers, digital navigators, and communicators. The course content is presented through modules built with text, video, and images as well as through live video sessions each week.

Characteristics of Successful Students

- Read across multimodal sources and make connections across assigned readings, module content, and class sessions.
- Complete all readings/viewings for each module.
- Carefully follow directions, adhere to rubrics, and submit work before deadlines.
- Check Canvas and emails daily for announcements.

Canvas Modules and Meetings:

In this course, we will use USF's learning management system (LMS), Canvas.

- If new to Canvas, read [this guide](#).
- If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

VIII. Course Structure

The course is organized through **three recurring strands** (research/literacy/leadership & coaching) in each module. The **modules** include **synchronous and asynchronous online course sessions, content presentation, and assignments**. The content of each unit is outlined in the syllabus, but new topics may emerge based on students' needs and the collective understanding of participants.

The instructor will open modules **on a schedule** (not all at once) **and engage in asynchronous or planned synchronous sessions to interact with participants**. Students

are responsible for checking the online course materials for weekly postings and updates. Specific due dates are posted in Canvas.

IX. Course Objectives

1. Learn coaching techniques for teachers in their development of Phonological Development, Phonics, Vocabulary, Fluency, Comprehension, and integration into STEM area content. (FEAP 1a, 2d, 3h, 5e; CF 1,2, ILA 1,6; FLCS 2, 3, 11)
2. Understand the various roles of the reading professional in school contexts. (FEAP 5d,e; CF 1,2; ILA 1,6; FLCS 2, 3, 11)
3. Learn and practice the underlying principles of staff development within school-based literacy contexts. (FEAP 5a,f; CF 1,2; FRA 6; FLCS 2,3,11)
4. Develop awareness of school-wide literacy initiatives and programs, especially the training in disciplinary literacies of STEM area content. (FEAP 5d,e; CF 2,6; ILA 1,5,6; FLCS 1, 2, 3)
5. Develop awareness of literacy intervention programs, including application of literacy intervention in STEM area content texts. (FEAP 1a,c;2a,b;3f,g;4a,b,c,f;5f; CF 2,5,6; ILA 1,5,6; FLCS 1, 3, 7,8,10)

X. Student Learning Outcomes

1. Students will include coaching techniques for teachers in their development of Phonological Development, Phonics, Vocabulary, Fluency, Comprehension, and integration into STEM area content. (FEAP 1a, 2d, 3h, 5e; CF 1,2, ILA 1,6; FLCS 2, 3, 11)
2. Students will include discussion of the various roles of the reading professional in school contexts. (FEAP 5d,e; CF 1,2; ILA 1,6; FLCS 2, 3, 11)
3. Students will demonstrate the underlying principles of staff development within school-based literacy contexts. (FEAP 5a,f; CF 1,2; FRA 6; FLCS 2,3,11)
4. Students will include individual information about school-wide literacy initiatives and programs, especially the training in disciplinary literacies of STEM area content. (FEAP 5d,e; CF 2,6; ILA 1,5,6; FLCS 1, 2, 3)
5. Students will demonstrate awareness of literacy intervention programs, including application of literacy intervention in STEM area content. (FEAP 1a,c;2a,b;3f,g;4a,b,c,f;5f; CF 2,5,6; ILA 1,5,6; FLCS 1, 3, 7,8,10)

XI. Required Texts and/or Readings, Recommended Texts, and Course Materials

- Swan, D. A., & Bean, R. M. (Eds.). (2020). *Best practices of literacy leaders, second edition: Keys to school improvement*. ProQuest Ebook Central <https://ebookcentral.proquest.com> **(Required)**
- Willis, A., McMillon, G., & Smith, P. (2022). *Affirming Black students' lives and literacies: Bearing witness*. Teachers College Press. **(Recommended)**

XII. Supplementary (Optional) Texts and Materials

Supplemental Texts: Coaching with a focus on instructional leadership

- Coaching texts: Educational Leadership issue Culture for Coaching
 - <https://www.ascd.org/el/a-culture-of-coaching>
 - <https://www.ascd.org/el/articles/you-cant-have-a-coaching-culture-without-a-structure>
 - <https://www.ascd.org/el/articles/if-instructional-coaching-really-works-why-isnt-it-working>
 - <https://www.ascd.org/el/articles/assessing-your-schools-readiness-for-coaching>
 - <https://www.ascd.org/el/articles/a-principals-guide-to-supporting-instructional-coaching>
 - <https://www.ascd.org/el/articles/finding-the-right-glue>

Blogs:

- Performance Learning Systems: Steve Barkley Ponders Out Loud
 - <https://barkleypd.com/blog/>
 - <https://barkleypd.com/blog/teacher-leader-partnerships/>
 - <https://barkleypd.com/blog/podcast-coaching-and-leading-with-relational-energy/>

XIII. 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

XIV. Grade Categories and Weights

Assessment	Percent of Final Grade
Coaching Playbook	30%
Discussions on Assigned Readings	20%
Autoethnography	5%
CBAM	5%
Research Project	15%
Observations & Walk Throughs	10%
CERP Slide Deck	10%
Coaching Influencer	5%

XV. Essay and Project Assignments

See Canvas for assignment details and rubrics.

A. Coaching Playbook

Throughout the course you will develop a Coaching Playbook. The Playbook is a resource for coaching. Include your table of contents and listing of possible resources you plan to gather to support your literacy leadership.

Playbooks will be organized around the following sections:

1. Introduction and Mini-Auto Ethnography of Educational Change
2. Literacy Leadership Roles
3. Comprehensive Literacy Development and Evaluation
4. Literacy Leadership, School Contexts and Culture for Coaching

This playbook serves as a collection of critical tasks and a synthesis statement in which the student summarizes their cumulative knowledge of literacy learning.

B. Discussions

Each week you will engage in an Open Literacy Discourse Journal. After your week's readings, write a reflection about your learnings. Include your own thoughts, experiences, questions and reactions. Cite the readings as you connect to your own experiences. Read the responses of your colleagues and **respond to two other classmates**.

C. Auto-Ethnography

Write a written reflection about a specific educational change you experienced. Intertwine your personal experiences and cite the week's readings on change theory. Include any artifacts, visuals, photos, etc.

1. Paper should be written in APA format
2. Add artifacts to appendices
3. Include references connected to the week's readings and additional articles you cite
4. Length: 5-8 pages total

D. Concerns Based Adoption Model (CBAM)

- Educators in Florida are preparing to implement new standards for ELA and Math. When adults experience change, their focus of concern shifts as they move through stages of change.
- Review first two columns of the document: *Literacy Coaching Using CBAM and B.E.S.T. Standards—Coaching Action Plan*.
- Think like a coach. How will you help teachers through the transition to the new standards? Add 3-5 statements of how you would support teachers at each stage in the final column to develop a differentiated coaching action plan for each stage of change.
- Submit the completed chart and write a reflection on how CBAM could help coaches differentiate support for teachers.

E. Research Project

- A. ***Coaching Models and Definitions*** Follow the work of Knight, Barkley, Aguilar, Sweeney, Bean, Walpole, Kraft or others. What is/are the definition(s) of coaching? What coaching models can be found in the literature? What are the variances in coaching models and definitions? What research can be found to support coaching as a continuum of practices? Do states or districts have published criteria and/or job descriptions for coaching? Create a presentation of your findings. You can use a slide stack and voice over recording to share.

OR

B. Literacy Leadership Interview: Student, Teacher and Systems Focus

- Interview a literacy leader in the literacy specialist or coaching role
- Create 8-10 questions which reflect the framework for specialized literacy professionals as literacy leaders to create questions to guide your discussion (see figure 3.2, pg 49)
- Interview is to be recorded with participant permission (provide permission form)
- Create presentation of your findings.

Presentations are multi-modal: slide decks, video, podcasts, infographics, blog, written article with links, etc...include a minimum of 5 references.

F. Observations & Walk Throughs (Downey)

- What observation forms and walkthrough tools do you utilize for evaluating the quality of literacy instruction and learning?
- Submit 3 artifacts used in your school or district to inform literacy “look-fors”.
- Write a summary about the tools you selected for submission.
- Questions to consider: What research informs these observation tools? How are the tools developed? How are leaders calibrated to ensure reliability of data collected? How are the results used? What input do teachers have in designing the tools used to collect data about their teaching?

G. CERP Spotlight:

Select a district in Florida, create a slide deck to overview the key elements of the district’s comprehensive literacy plan.

(Introduction: 1-2 slides background of the county, 10-12 slides of key elements, 2-3 slides of recommendations and findings)

Connect to the research that you have read in Bean (2020).

- What are the strengths of the literacy plan?
- Are there any recurring themes or patterns?
- What is missing from this plan?
- What suggestions would you make to the district author in relation to the development, implementation, evaluation and communication of the literacy plan?

XVI. Instructor Feedback Policy & Grade Dissemination

The instructor will use Discussion Boards and Announcements for all communication about the course. The instructor will answer email for private communications that are not relevant to other students.

Students should check Discussion Boards to post and answer course questions. Any questions left unanswered will be discussed during synchronous sessions. The instructor will check Email Monday through Friday between 9am and 5pm. The instructor will not check email or

discussion boards on the weekend. Everyone deserves and needs weekends. Instructor will provide feedback on assignments within one week of the posted deadline. [You can access your scores at any time using "Grades" in Canvas.](#)

XVII. Course Schedule

Week	Assignments	Directions
Week 1 <i>Jan. 12</i> Asynchronous Session	1. Coaching Action Plan around CBAM	Assignment: Concerns Based Adoption Model (CBAM) Educators in Florida are preparing to implement new standards for ELA and Math. When adults experience change, their focus of concern shifts as they move through stages of change. 1. Review first two columns of the document: <i>Literacy Coaching Using CBAM and B.E.S.T. Standards—Coaching Action Plan</i>. 2. Think like a coach. How will you help teachers through the transition to the new standards? 3. Add 3-5 statements of how you would support teachers at each stage in the final column to develop a differentiated coaching action plan for each stage of change. Indicate how the article by Smith et al. (2022) article influenced your thinking and decision-making. 4. Submit the completed chart and write a reflection on how CBAM could help coaches differentiate support for teachers.
	2. Discussion Board	Assignment: Open Literacy Discourse Journal (OLDJ) Each week you will engage in an Open Literacy Discourse Journal. 1. After your week's readings, write a reflection about your learnings. 2. Include your own thoughts, experiences, questions and reactions. 3. Cite the readings as you connect to your own experiences. You will find a section of the Discussion Board set up for this. 4. Read the responses of your colleagues and respond to two other classmates. 5. Week 1 discussion topic: <i>What have you discovered about change? Why is this important for literacy leaders?</i>
	3. Mini Autoethnography about an educational change experienced	Assignment: Mini-Autoethnography Write a written reflection about a specific educational change you experienced. Intertwine your personal experiences and cite this week's readings on change theory. Include any artifacts, visuals, photos, etc. 1. Paper should be written in APA format 2. Add artifacts to appendices 3. Include references connected to this week's readings and additional articles. 4. Length: 5-8 pages total

Week 2 Jan. 19 Asynchronous Session	1. Begin Research Project on Coaching or Leadership Interview	Assignment: Choose Your Own Adventure: Research Project or Literacy Leadership Interview: First Part of Assignment Due Week 4* 1. Research Project: Coaching Models and Definitions Follow the work of Knight, Barkley, Aguilar, Sweeney, Bean, Walpole, Kraft or others. What is/are the definition(s) of coaching? What coaching models can be found in the literature? What are the variances in coaching models and definitions? What research can be found to support coaching as a continuum of practices? Do states or districts have published criteria and/or job descriptions for coaching? How does the article by Smith et al. (2019) reflect the coaching models that you outline? Create a presentation of your findings. OR 2. Literacy Leadership Interview: Student, Teacher and Systems Focus 1. Interview a literacy leader in the literacy specialist or coaching role 2. Create 8-10 questions which reflect the framework for specialized literacy professionals as literacy leaders to create questions to guide your discussion (see figure 3.2, p. 49) 3. Interview may be recorded with participant permission (provide permission form) 4. Create presentation of your findings illustrating how the insights from the Smith et al. (2019) article align with your findings or not. Presentations are multi-modal: slide decks, video, podcasts, infographics, blog, written article with links, etc...include references (a minimum of 5).
	2. Discussion Board	Assignment: Open Literacy Discourse Journal (OLDJ) Week 2 discussion topic: Vignette Analysis: Leadership in Action page Katy pg. 42 or Susan pg.67 Now discuss one of two vignettes while alluding to the insights garnered from the Smith et al. (2020) article: • Discuss Katy: In what ways does Katy serve as a teacher literacy leader? What lessons can be learned about the role of teacher leader? What questions come to mind? • Discuss Susan: In what ways does Susan serve as a literacy leader in a specialist role? How is this role multifaceted? What questions come to mind? Read the responses of your colleagues and respond to two other classmates.
Week 3 Jan. 26 Asynchronous Session	1. Build Outline for Coaching Playbook	Assignment: Coaching Playbook Draft and submit an outline of your Coaching Playbook. Include your table of contents and listing of possible resources you plan to gather to support your literacy leadership. Playbooks will be organized around the following sections: 1. Introduction and Mini-Auto Ethnography of Educational Change 2. Literacy Leadership Roles 3. Comprehensive Literacy Development and Evaluation 4. Literacy Leadership, School Contexts and Culture for Coaching

	2. Submit Plan for Research Project on Coaching or Leadership Interview	Assignment: Submit a one-page planning document for your project: Research on Coaching or Leadership Interview. Research on Coaching: Include your research question(s), articles/resources you will analyze, notes about your preliminary discoveries, mode of presentation. Indicate how you will attend to the elements of literacy coaching reflected in the Smith et al. (2019) article. Leadership Interview: Identify the role of the person, why you have selected this individual, interview questions, mode of presentation. Indicate how you will attend to the elements of literacy coaching reflected in the Smith et al. (2019) article.
	3. Discussion Board	Assignment: Open Literacy Discourse Journal Week 3 discussion topics: Include any or all within your readers' response: • How can I create a climate for professional learning? • How can I promote standards study and linking to curriculum? • How can I bridge curriculum with professional supports for teachers? • How do I build teacher efficacy? After your week's readings, write a reflection about your learnings. Include your own thoughts, experiences, questions and reactions. Cite the readings as you connect to your own experiences. Read the responses of your colleagues and respond to two other classmates.
Week 4 Feb. 2 Asynchronous Session	1. Gather Observation and Walk-Through Tools	Assignment: Walkthrough Tools: What observation forms and walkthrough tools do you utilize for evaluating the quality of literacy instruction and learning? Submit 3 artifacts used in your school or district to inform literacy "look-fors". Assignment: Write a summary about the tools you selected for submission. Questions to consider: 1. What research informs these observation tools? How are the tools developed? What does the Smith (2020) article tell you about the ways in which researchers engage with teachers to collect data about students? 2. How are leaders calibrated to ensure reliability of data collected? How are the results used?

	2. Begin to Build Coaching Playbook: Sections 1 and 2	Assignment: Coaching Playbook: Gather resources you have learned in weeks 1-3 to build the following sections of your coaching playbook. Read Guo, W. (2025). Transnational Funds of Knowledge as Counternarratives: Chinese Students Respond to Multicultural Children's Literature. <i>Teachers College Record: The Voice of Scholarship in Education</i>, 127(9-10), 37-66. https://doi.org/10.1177/01614681251393804 How will the Guo (2025) article help to support the sections of your playbook below? What other resources can you find to support these sections of your playbook? 1. Introduction and Mini-Auto Ethnography of Educational Change 2. Literacy Leadership Roles
Mid-Term Check-In (Zoom: https://zoom.us/j/5521211236?pwd=b3JOclI2M2JXVVIxXNsmM201dm9QUt09)		
	3. Discussion Board	Assignment: Open Literacy Discourse Journal Week 4 Topic: 1. Discuss an area of literacy which holds the most interest for you as a leader (elementary, middle or secondary) and connect to the content of this week's readings. How does assessment, differentiation of instruction, and coaching across a continuum factor into your role as a leader 2. Include your own thoughts, experiences, questions and reactions. Cite the readings as you connect to your own experiences. Cite Smith & Hajek (2021) as you engage with discussion concerning the elements above.
Week 5 Feb. 9 Asynchronous Session	1. Select Walkthrough Tool to Match Level of Interest	Assignment: Walkthrough Tool: Based upon your literacy leadership interest, select either the K-3 or 4-8 IES walkthrough tool for analysis. Scenario: 1. You are preparing your school-based literacy leadership team (LLT) for walk-throughs in classrooms to gather trends about literacy instruction. Prepare a 10 minute overview of this walkthrough tool to share with your LLT. 2. Submit your presentation (Google slide, PowerPoint, NearPod, etc).
	2. Observe Mellissa Teaching using K-3 Walkthrough Tool	Assignment: Walkthrough Tool 1. Study the IES Administrative Walkthrough for primary instruction. Observe Mellissa teaching Holland through the lens of Interactive Read Aloud. 2. Complete the walkthrough tool. 3. Scan your completed document and upload. 4. Write questions, discussion points you will use to engage in a post conference with Mellissa after the lesson observation. Upload your questions/discussion plan.
	3. Continue to Build Coaching Playbook Section 2	Assignment: Continue to add resources to section 2: Literacy Leadership Roles

	4. Discussion Board- 2 Responses for this Week's Readings	Assignment: Open Literacy Discourse Journal Read Smith, P. & Warrican, S.J. (2021). Critical awareness for literacy teachers and educators in troubling times. <i>Literacy Practice and Research</i>, 46(2), 1-20. DOI: 10.25148/lpr.009638. Week 5 topic: What challenges do leaders face in school's today when leading literacy (reading, writing, transdisciplinary instruction, multi-literacies, etc). Include your own thoughts, experiences, questions and reactions. Cite the readings as you connect to your own experiences. Cite Smith & Warrican (2021) as you discuss these experiences. Read the responses of your colleagues and respond to two other classmates.
Week 6 Feb. 16 Asynchronous Session	1. Create Slide Deck to Summary the CERP of a District in Florida	Assignment: CERP Spotlight: select a district in Florida, create a slide deck to overview the key elements of the districts comprehensive literacy plan. (Introduction: 1-2 slides background of the county, 10-12 slides of key elements, 2-3 slides of recommendations and findings) Connect to the research read in Bean (2020). • What are the strengths of the literacy plan? • Are there any recurring themes or patterns? • What is missing from this plan? • What suggestions would you make to the district author in relation to the development, implementation, evaluation and communication of the literacy plan?
	2. Continue to Build Coaching Playbook- Begin Section 3	Assignment: 1. Gather resources you have learned to build section 3 your coaching playbook. 2. What other resources can you find to support these sections of your playbook? Comprehensive Literacy Development and Evaluation
	3. Discussion Board	Assignment: Open Literacy Discourse Journal Week 6 Topic: 1. What district, state or Federal policies have influenced literacy in your school? 2. How does this have an impact on your leadership? 3. Include your own thoughts, experiences, questions and reactions. Cite the readings as you connect to your own experiences. Cite Smith et al. (in press) attending closely to the ways in which policies differentially and historically have affected literacies in school. 4. Read the responses of your colleagues and respond to two other classmates.

Week 7 Feb. 23 Asynchronous Session	1. Continue to Build Coaching Playbook – Begin Section 4	Assignment: Coaching Playbook Gather resources you have learned to build section 4 your coaching playbook. What other resources can you find to support these sections of your playbook? Literacy Leadership, School Contexts and Culture for Coaching
	2. Promoting Coaching	Assignment: Mini PD Read Smith, P., Smit, J., Finch, B., Nigam, A., & Burke, D. (2022). (Critical) multilingual and multicultural awareness in the pedagogical responsiveness of educators. <i>Berkeley Review of Education</i>, 11(1), 5-40. DOI: http://dx.doi.org/10.5070/B811145763 Retrieved from https://escholarship.org/uc/item/85k213fn. - Teachers are often excluded from planning how coaching can be accessed as a form of High Quality Professional Development. This leads to issues of trust and confusion around the role of coaching. - Create a mini-PD(8-12 slides) to explain coaching to your staff, add to coaching playbook. Your goal is build a culture for coaching in your school that relies on insights gained from Smith et al (2022) in conjunction with all of your learning thus far. - Submit your presentation. - Add your presentation to section 4 of your coaching playbook.
	3. Discussion Board	Assignment: Open Literacy Discourse Journal Read Smith, P., Smit, J., Finch, B., Nigam, A., & Burke, D. (2022). (Critical) multilingual and multicultural awareness in the pedagogical responsiveness of educators. <i>Berkeley Review of Education</i>, 11(1), 5-40. DOI: http://dx.doi.org/10.5070/B811145763 Retrieved from https://escholarship.org/uc/item/85k213fn. Week 7 topic: - How has coaching been perceived in your educational experience? - How can leaders build a culture for coaching in order to achieve literacy practices which are sustainable and transformative? - Include your own thoughts, experiences, questions and reactions. Cite the readings as you connect to your own experiences. Cite Smith et al (2022) as you consider the role of diverse perspectives in the process of coaching. - Read the responses of your colleagues and respond to two other classmates.

Week 8 Mar. 2 Asynchronous Session	1. Complete Coaching Playbooks	Submit the final coaching playbook: • Introduction • Literacy Leadership Roles • Comprehensive Literacy Development and Evaluation Create a recording of your highlights of your final product. Recordings can be a voice over slide deck, Zoom recording, etc. lasting 6-8 minutes. Upload for peer sharing and review. Respond to two classmates presentation of their playbook.
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* Note: The Schedule is subject to revision

XVIII. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

XIX. Course Policies: Grades

Late Work Policy

Each late assignment (for any reason) will lower your grade. Students will lose 10% of the assignment grade for each day the assignment is late. (Each "day" means that work is late if it is submitted 1 minute late, 5 hours late, or any time up to 24 hours late. The Canvas clock is set and Canvas records the submission time. There are no "free" late assignments. If you must turn in a late assignment, it must be turned in no later than one week past its original due date. Late quizzes or tests are not accepted.

For additional policies, please visit the [Graduate Academic Policies page](#).

XX. 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.](#)

[SAS website for the St. Pete campus.](#)

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.

[Office of Student Success website for the Tampa campus.](#)

[Office of Student Success website for the St. Pete campus.](#)

[Office of Student Success website for the Sarasota-Manatee campus.](#)

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.](mailto:help@usf.edu)

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

[IT website for the St. Pete 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.

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

[Center for Victim Advocacy website for the St. Pete campus.](#)

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

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 St. Pete 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.](mailto:asctampa@usf.edu)

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

[Tutoring website for the St. Pete 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 St. Pete campus.](#)

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

XXI. Important Dates to Remember

For important USF dates, see the [Academic Calendar](#).