**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.”***

1. Course Prefix and Number: Credit Hours:

EDE 6556 (Fall 2015) 3 Credits

EDE 6486 (Spring 2016) 3 Credits

2. Course Title:

EDE 6556: Coaching for Student Learning

EDE 6486: Teacher Research for Student Learning

3. Regular Instructor(s): Dr. Marc J. Summa

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Teacher Leadership Certificate Coordinator:

Dr. Rebecca Burns [rebeccaburns@usf.edu](mailto:rebeccaburns@usf.edu)

484-332-4634 [www.rebeccawestburns.com](http://www.rebeccawestburns.com)

4. Course Prerequisites (if any):

To participate in this section, participants must be a certified teacher in the HCPS and particularly at an Urban Teacher Residency Partnership Program (UTRPP) school (Mort, Pizzo, Patel, Witter, Shaw, MOSI). Participants must be intern eligible, meeting all HCPS required criteria (Clinical Education Trained, rating of highly effective, principal approved, and have a tuition voucher). Participants must also agree to host a resident throughout the duration of the TL program.

5. Course Description:

This course is a specially designed course for a cadre of teacher leaders in the Urban Teacher Residency Partnership Program.

These courses:

1. Prepare effective coaches for facilitating preservice and inservice educator learning with a specific focus on P-6 student learning. Within this course, the student will develop an understanding of student-centered, evidence based coaching for student learning and acquire the knowledge, skills, abilities needed to provide coaching to preservice and inservice teachers.
2. Familiarize practicing teachers with the application of classroom teacher research methodologies to strengthen teaching and learning in the elementary school. Course content is directed toward developing understanding of the need for teacher research and stance toward becoming a teacher researcher. Students develop quantitative, qualitative, case study, and portfolio-based research methodologies used by teachers that allows educators to make teacher research “a part of” rather than “apart from” the work that they do in their classrooms. This course cultivates the data literacy skills the educators need for professional accountability for student learning.

**Graduate Certificate Statement**: These courses are part of the graduate certificate in Teacher Leadership for Student Learning. This unique certificate offers a graduate level credential in a specialized field of study with a specific focus. It requires 12 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.

**Hillsborough County Public Schools Task Force specific class activity statement**

This project has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected and that teachers and potential teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student** and **any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor**.”

6. Course Goals and Objectives:

EDE 6556:

**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 Domain I;** **ISLLC 1C, 5B; InTASC Performances 3F, 3H, 3Q, 3R, 5E, 5N, 8H, 8J**

**b)** Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning; **TLMS Domain I;** **ISLLC 2A; InTASC Performances 2N, 3A, 10C, 10F**

**c)** Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; **TLMS Domain I;** **ISLLC 5C; InTASC Performances 2D, 3B, 3E, 4B, 5G** and

**d)** Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning; **TLMS Domain II;** **ISLLC 4A; InTASC Performances 1B, 4C, 5A, 5B, 5C, 8G, 10H, 10I**

**e)** Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning; **TLMS Domain II; ISLLC 1E, 3A, 4A; InTASC Performances 6C, 6I, 9C**

**f)** Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; **TLMS Domain III; ISLLC 2F; InTASC Performances 3E, 3H, 6M, 10I** and

**g)** Uses information about emerging education, economic, and social trends in planning and facilitating professional learning. **TLMS Domain III;**  **InTASC Performances 5A, 5B, 5J**

**h)** 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 Domain IV ISLLC 3E; InTASC Performances 4D, 9B, 10B**

**i)** Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards; **TLMS Domain V;** **ISLLC 2F; InTASC Performances 1A, 6A, 6G, 9C**

**j)** Supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator; **TLMS Domain IV ISLLC 2A, 3D; InTASC Performances 3B, 8D, 10F, 10J, 10K**

**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 Domain IV ISLLC 2C, 5C, 2F; InTASC Performances 1E, 4B, 5G, 8D, 9E, 9M**

**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 Domain VI;** **ISLLC 5C; InTASC Performances 9E, 9L, 9M**

EDE 6486:

**a)** Able to access and use research in order to select appropriate strategies to improve student learning; **TLMS, Domain 2; ISLLC 4A; InTASC Performances 1B, 4C, 5A, 5B, 5C, 8G, 10H, 10I**

**b)** Analyzes student learning data, interprets results, and applies findings to improve teaching and learning; **TLMS, Domain 2ISLLC 1E, 3A, 4A; InTASC Performances 6C, 6I, 9C**

**c)** Collaborates with the higher education institutions and other organizations engaged in researching critical educational issues; **TLMS, Domain 2; ISLLC 4D; InTASC Performances 10E** and

**d)** 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, Domain 4; ISLLC 3E; InTASC Performances 4D, 9B, 10B**

**e)** Uses knowledge of existing and emerging technologies to guide themselves and colleagues to appropriately navigate knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; **TLMS, Domain 4; ISLLC 2H, 3B; InTASC Performances 3G, 3H, 4G, 8G, 9F, 10G** and

**f)** Develops and uses a diversity and equity lens as they inquire in the classroom and ensures that individual student learning needs remain the central focus of instruction. **TLMS, Domain 4; ISLLC 2C, 5C, 2F; InTASC Performances 1E, 4B, 5G, 8D, 9E, 9M**

**g)** Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning; **TLMS, Domain 7;** **ISLLC 6C; InTASC Performances 1G, 10B, 10D**

**h)** Advocates for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members; **TLMS, Domain 7;** **ISLLC 5D, 5E, 6B; InTASC Performances 10J, 10K**

**i)** Advocates 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, Domain 7;** **ISLLC 6B; InTASC Performances 10J, 10K**

7. Content Outline:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | | Course Content | Assignments/Assigned Readings |
| Monday,  August 10th  Mort  8:00 - 3:30 | | UTRPP Summer Workshop  [What is a partnership school?](https://learn.usf.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6017275_1&course_id=_389675_1)  [What is the role of the collaborating teacher?](https://learn.usf.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6014908_1&course_id=_389675_1)  [How do you build a relationship with your preservice teacher?](https://learn.usf.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6014902_1&course_id=_389675_1) (Crafting a culture of learning) |  |
| Tuesday,  August 11th  Mort  8:30 - 3:30 | | Community Building among the group  Navigating the USF system (email, Canvas, etc)  Course Introduction and Rationale  What is Student-Centered Coaching?  Identifying issues and dilemmas we have as CTs  Starting the year off with your resident (Crafting a culture of learning) | Read Sweeney Ch. 1  Read Morning Meeting Chapter  Bring completed survey |
| Monday, September 14th  2:00 - 3:30 | | Co-planning | Bring data of your work with your resident during the first few weeks of school (Tchart)  Read Ch. 8 in Sweeney Text  Participate in the Online Discussion Board |
| Monday, September 28th  2:00 - 3:30 | | Co-teaching | Bring data from co-planning with your resident  Badiali & Titus article  Participate in the Online Discussion Board |
| Monday, October 12th  2:00 - 3:30 | | Coaching vs evaluation  Observation, Inference, & Judgment  CT as the unique role | Bring data from co-teaching  Sweeney Ch. 4  The Coach vs. the Evaluator |
| Monday, November 2nd  2:00 - 3:30 | | [What is the observation cycle?](https://learn.usf.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6015012_1&course_id=_389675_1)  [What other tools support your work with preservice teachers?](https://learn.usf.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6014915_1&course_id=_389675_1)  Observing Science | Bring sample of observation/anecdotal notes  Phi Delta Kappan article |
| Monday, November 16th  2:00 - 3:30 | | [What do you do if your preservice teacher struggles?](https://learn.usf.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6014951_1&course_id=_389675_1) | My Mother’s Gravy  Struggling Intern Study  Work on coaching cycle |
| Monday, December 14th  2:00 - 3:30 | | The language of coaching | Bring video and other data of coaching cycle  Cognitive Coaching chapter |
| **Over break - Read Chapters 1 and 2 of the Dana & Yendol-Hoppey text.** | | | |
| Monday, January 11th  2:00 - 3:30 | Presentations of coaching reflections - What have I learned? What struggles am I experiencing? Where do I want to go with my coaching?  What is teacher inquiry/teacher research? | | Dana & Yendol-Hoppey Ch. 1 and 2  Coaching Portfolio Due |
| Monday,  January 25th  2:00 - 3:30 | Collaborative Inquiry (Online) Developing a teacher research plan as a part of your teaching | | Dana & Yendol-Hoppey Ch. 3 and 4 |
| Monday,  February 8th  2:00 - 3:30 | Using the literature and understanding the difference between conceptual, descriptive and empirical work  Initial Data Collection Begins | | Individual Articles |
| Monday,  February 22nd  2:00 - 3:30 | Data Collection  Individual Conferences  Ethics in Practitioner Inquiry (Online) | | Dana & Yendol-Hoppey  Ch. 5 |
| Monday,  March 7th  2:00 - 3:30 | Data Analysis and Finding Your Findings | | Dana & Yendol-Hoppey Ch. 6 |
| Monday,  April 4th  2:00 - 3:30 | Individual Conferences and Writing Up Your Inquiry | | Dana & Yendol-Hoppey Ch. 7 |
| Monday,  April 18th  2:00 - 3:30 | Making Your Work Public - Preparing for the Inquiry Conference  Writing up our teacher research | | Dana & Yendol-Hoppey Ch. 8 & 9 |
| Monday,  April 25th  2:00 - 6:00\* | Making our teacher research public and advocacy  USF Inquiry Conference | | Have your Poster and Materials Ready |
| Monday,  May 9th  2:00 - 4:30\* | UTRPP Professional Induction Ceremony | |  |
| Monday,  May 16th  2:00 - 3:30 | Culmination - Reflection on the Year and Getting Ready for Next Year | | TBA |

\* This outline is subject to change at the discretion of the instructor. Students will be notified of any changes.

**Part 3: Coaching Practicum and Portfolio Presentation [Weeks 5-10]**

In this part of the course, the student will coach a preservice or inservice 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. The coaching portfolio should include a description of your context, your beliefs about coaching, and your goals for yourself as a coach. Your coaching portfolio should be highly reflective and integrate the concepts in the readings and class discussions.

8. Evaluation of Student Outcomes:

**Course participation, Attendance, and Discussion Leadership (175 points)**

It is expected that at all times you will **keep current with the course readings**. You will be expected to be an active participant in the face-to-face and online discussions. You will lead one discussion during the year.

*Attendance and Face-to-Face Participation (5 points per class):* Teacher Leaders are responsible for attendance at each class meeting. Additionally, active participation - for the duration of the class - is expected. Each Teacher Leader has the responsibility to provide his/her classmates, small group, and instructor the hard work and respect expected in a graduate level course by completing activities/tasks throughout the duration of the course. Active participation means a balance of both speaking and listening and contributing thoughtful comments and questions during conversations.

*Online Participation (5 points per online discussion):* In the weeks where meeting classes are not meeting face to face, you will be responsible for being an active participant in the online discussion. Being an active participant means making thoughtful connections between the course concepts and your experiences, asking questions of others to deepen the discussion, and contributing in the conversation in a consistent manner throughout the week. Posting at the last second inhibits others’ learning, so it is the expectation that you will contribute your thoughts regularly and often throughout the week.

*Discussion Leader:* *(5 points per facilitation)* Discussion leaders are responsible for facilitating an online discussion component. Facilitating the discussion means that the leader(s) post a thought-provoking question related to the course readings that cause their peers to reflect on the content in connection with their work as teachers, collaborating teachers, and teacher leaders. Throughout the week, it is the responsibility of the discussion leader to engage others in the conversation by responding timely to others thoughts, bringing others into the conversation, etc. Facilitating discussions provides you an opportunity to enact your teacher leadership skills.

**Reading Reflect and Connect (150 points):**

Writing is a way to process your reading and to make meaning from the course readings to your experiences as a teacher. Your reflections should briefly summarize the reading and then describe specific connections to yourself and your experiences.

**Coaching Practicum and Portfolio (250 points)**

*Collaborating Teacher White Papers (75 points)*: Throughout the semester, you will work with your peers to create collaborative [white papers](https://en.wikipedia.org/wiki/White_paper). White papers are information documents that are created to advise others. Based on our work together, you will create the first white papers for other CTs in UTRPP. Those three white papers are *Starting the Year Off Right*, *Co-planning with Residents*, and *Co-teaching with Residents*.

*Coaching Cycles (75 points)*: Throughout the semester, you will be asked to try implementing course concepts related to coaching. You will be required to gather data on your coaching. Data may include but is not limited to video, data observation tools, etc. You will be asked to analyze data on your coaching and provide written and oral reflections on your growth and development as a coach. These reflections should be connected to course concepts and readings.

*Coaching Portfolio Presentation (100 points):* In the end, you will be required to make a presentation to your peer that shares your growth and development. You must provide evidence of your growth. You also will provide information about your beliefs about coaching and the role of the collaborating teacher in teacher preparation.

**Teacher Inquiry (150 points)**

For this course, you will be required to conduct a formal teacher inquiry by identifying a wondering by drawing upon your coaching cycles from the Coaching for Student Learning course, gathering and analyzing data related to your wondering, generate claims about your inquiry, identify implications and future wonderings, and disseminate the findings of your teacher inquiry.

*Annotated Bibliographies of Resources (30 points):* You are responsible for identifying resources and writing annotated bibliographies. Each annotated bibliography should have two parts: (1) summary and (2) reflection. All citations must follow APA format. You should follow guidelines for annotated bibliographies and APA format using the OWL at Purdue online resource.

Your resources must be a combination of resources that include empirical studies, practical resources, and teacher inquiries. One source must be empirical studies, one must be a teacher inquiry, and one must be a practical resource. Each source should relate to your inquiry. Begin by summarizing what you see as the critical points in the piece. Then consider the article within the context of course readings and your own experiences. Then elucidate on what particular aspects resonate with you or cause you dissonance. Explain your perspective. Finally, consider what have you learned from the piece and how you think it will influence (or not as the case might be) your inquiry.

*Research Plan (30 points):* As part of your inquiry, you will create a research plan. The plan will share information about your context, your wondering, the rationale for your inquiry, the data collection methods and a timeline. The research plan will help you stay on track as you conduct your inquiry.

*Data Collection and Analysis Meetings (30 points):* As you conduct your inquiry, you will be required to gather data and analyze that data. To support you in your process, you will engage in data meetings. For these meetings, you must come prepared for these meetings and reflect upon them to support yourself in your inquiry journey.

*Inquiry Dissemination - the Write-Up (30 points) and the Presentation (30 points):*

The write up will include an introduction to your inquiry that includes why you chose to conduct this inquiry, show how your inquiry draws upon and uses literature related to the topic, describe the data collection and data analysis methods, identify claims and provide evidence to support those claims, articulate implications and future wonderings. You will also be required to present your inquiry at the USF Inquiry Conference. You must be prepared for the presentation and your presentation needs to be of professional quality.

9. **Grading Criteria:** Summary of Assignments and Points:

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall 2015** | | **Spring 2015** | |
| Assignment | Point Value | Assignment | Point Value |
| Face to Face Participation | 40 | Face to Face Participation | 45 |
| On-Line Participation | 30 | On-Line Participation | 40 |
| Discussion Leadership | 5 | Discussion Leadership | 5 |
| Reading Reflections | 60 | Reading Reflections | 90 |
| Coaching Practicum - White Papers | 75 | Coaching Practicum - Portfolio | 100 |
| Coaching Practicum - Cycles | 75 | Teacher Inquiry | 150 |
| Total | 285 | Total | 430 |

Letter grades will be determined according to the following scale:

|  |  |
| --- | --- |
| A 94-100 | The student consistently participates in all class discussions, turns in all assignments on or before the due date with only the highest quality.  Additionally, the student provides evidence of thought and synthesis of current research in teaching and learning. |
| A- 90-93 | The student consistently participates in all class discussions, turns in all assignments on or before the due date with high quality (i.e. some errors in content or format). Additionally the student provides evidence of thought and synthesis of current research in teaching and learning. |
| B+ 87-89 | The student participates in the majority of class discussions, turns in assignments in a timely manner and completes work with above average quality. The student also provides evidence of reading and knowledge and current research in teaching and learning, with limited synthesis and application. |
| B 83-86 | The student participates in most class discussions, turns in assignments in a timely manner, and completes work in above average quality. The student also provides evidence of reading and knowledge of current research in teaching and learning, but demonstrates little synthesis and application. |
| B-80-82 | The student participates in many class discussions but does not turn in assignments in a timely manner and/or completes work in a slightly above average manner. The student attempts to provide evidence o reading and knowledge of current research in teaching and learning, but does not demonstrate synthesis and application. |
| C+74-79 | The student has occasional participation in most class discussions and completes most of the assignments. However, the quality of the work is predominately average. The student completes assignments but they may be late and/or contain errors in content and form. |
| C 70-73 | Occasional participation in most class discussions; completion of all assignments but with only adequate performance. The student demonstrates evidence of reading about current research in teaching and learning, but does not synthesize or apply this research to course assignments. |
| C-0-72 | Lack of participation in class discussions; incomplete or poorly completed assignments; little or no evidence that reading about current research in reading instruction was completed and applied to course assignments. |

Grades of C- and lower are not acceptable for graduate students. There is no grade forgiveness in graduate school.

10. Textbook(s) and Readings:

Required:

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

Dana, N. F. & Yendol-Hoppey, D. (2014). *The reflective educator’s guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry, 3rd Edition*. Thousand Oaks, CA: Corwin Press.

Optional:

NCATE. (2001). *Standards for professional development schools*: National Council for Accreditation of Teacher Education. (Seminal work in field)

Nolan, J.F., & Hoover, L.A. (2005). Understanding the components of a comprehensive teacher supervision and evaluation system. In *Teacher Supervision and Evaluation: Theory Into Practice*. Hoboken, NJ: John Wiley & Sons, Inc.

Jacobs, J.J. (2006). Supervision for Social Justice: Supporting Critical Reflection. *Teacher Education Quarterly.*

11. **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](http://www.sa.usf.edu/ADVOCACY) (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](http://www.usf.edu/student-affairs/counseling-center/) (813-974-2831) and [Student Health Services](http://www.usf.edu/student-affairs/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](http://www.sds.usf.edu/)
   * See instructor responsibilities:<http://www.asasd.usf.edu/instructorresponsibilities.asp?refer=FACULTY>
9. **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?](http://guides.instructure.com/s/2204/m/4212/l/64908-how-do-i-submit-a-turnitin-assignment)

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

ATTACHMENT I

*This attachment must be completed for the following graduate programs: all MATs; MA and PhD in School Psychology;, Educational Measurement and Evaluation; Guidance and Counseling; Educational Leadership; MA programs in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Physical Education; and all programs that teach courses for majors in the above listed programs. This attachment is to be completed on a separate page(s) since it is for the College of Education files only.*

Course Prefix and Number: 6XXX

Course Name: Coaching for Student Learning

Credit Hours: 3

Briefly describe the following:

* The nature and duration of any field-based experiences.

This online course is offered to practicing teachers who will be engaged in applying their learning in the area of coaching throughout the semester in their own classroom. Thus, the entire class contents will connect theory and practice.

* Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.

The focus of the coaching cycles will be on examining instructional strategies and their impact on successfully accommodating diverse students.

* Activities and assessments that assess the impact on pk-12 student learning.

Coaching cycles will focus on understanding the impact of the of their instruction on student learning.

* Any components of the course that prepare candidates in the use of technology in instruction, record keeping, and other professional responsibilities.

Students will integrate technology integration discussions into their dialogue related to instruction as well as use technology as a communication tool.

* Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards?

Students will be systematically discussing their teaching and, if the student is working in Florida, these lessons will focus on the Sunshine State Standards.

* How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“all students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, regional/geographic origins, and achievement levels)

Students are asked to look at the data collected throughout the coaching cyles using an equity lens and as a result will be able to see implications tied to student learning related to diversity.