



EDE 6076
Teacher Leadership for Student Learning
87980 003
Fall 2026

Instructor Name

Vanessa Marasco

University Course Description

Prepares teachers as facilitators as they explore leadership roles in the K-12 contexts, including exemplary practitioner, curriculum decision-maker, researcher, advocate, and facilitator or job-embedded professional development.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Teaching Leadership for Students Learning is an online, asynchronous course structured into 12 weekly modules. Each module contains a variety of instructional materials and assessments.

You can find information about readings, activities, and due dates in the course syllabus as well as the related module pages themselves.

This course includes assessments like assignments, discussion boards, Padlet activities, quizzes, and two major

projects.

Student Learning Outcomes

- Understand the central role of teacher leadership in school change, identify tools for change facilitation, and recognize why some change initiatives succeed and others are less successful (TLMS 2d)
- Demonstrate understanding and use knowledge of cultural and ethnic differences in both the school community and the larger context to foster a collaborative, collegial culture for the purposes of change, instructional growth, and student learning. (TLMS 1e, 6a, 6c, 6d)
- Understand the role of teacher leaders as advocate for best practices for student learners, for the acquisition of professional and school-level resources, and for the teaching profession in larger contexts. (TLMS 7c, 7d, 7e)
- Examine the role of local, state, and national educational policy on P-12 learners, and explore strategies for disseminating information on the impact of educational policy on P-12 classrooms. (TLMS 7a, 7b)
- Recognize the role of research in creating knowledge, guiding the inquiry process, and informing of professional practice of both them and colleagues. (TLMS 2d)
- Understand the role of classroom and school-based data-driven decision-making and identify. (TLMS 5a)

Course Objectives

- Model effective communication and collaboration skills with colleagues in the school community and the larger community context. (**TLMS 1, 6b**)
- Gather and analyze school data to inform professional learning. (**TLMS 2**)
- Understand and use knowledge of the diverse needs of adult learners and the current educational climate to plan and facilitate

professional learning experiences. (**TLMS 1,3b, TLMS 3h**)

- Access relevant research to improve practice and student learning. (**TLMS 2**)
- Examine their own beliefs about teaching and learning and the role of teacher leadership in facilitating professional learning for school renewal. (**TLMS 2**)

Required Texts and/or Readings and Course Materials

Danielson, C. (2006). Teacher Leadership That Strengthens Professional Practice. Association for Supervision and Curriculum Development. Alexandria, VA. ISBN: 1416602712

Grading Scale

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

Grades	Grades
100 – 97 – A+	79 – 77 – C+
96 – 94 – A	76 – 74 – C
93 – 90 – A-	73 – 70 – C-
89 – 87 – B+	69 – 67 – D+
86 – 84 – B	66 – 64 – D
83 – 80 – B-	63 – 60 – D-
59 or below – F	

Grade Categories and Weights

Assesment	Percent of Final Grade

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Assignments (6)	60 points
Discussions (11)	115 points
Community Project	100 points
Teacher Leadership Reflective Development Presentation	60 points
Total	335 points

Instructor Feedback Policy & Grade Dissemination

Graded tests and materials in this course will be posted in Canvas.

Major Topics and Course Schedule

Week	Topic	Assignments Due
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1	Introductions and Course Overview	Meet Your Peers Discussion
2	What is teacher leadership?	Two Discussions
3	Identifying our Leadership Experiences and their Influences on Teacher Leadership	Teacher Leadership Timeline Assignment
4	What do teacher leaders do?	Roles and Dispositions Discussion
5	Skills of Teacher Leaders	Self Assessment and Skill Discussion
6	The Adult Learner	Infographic Assignment Context Audit Check-in
7	Assessing the Readiness for Teacher Leadership	Climate & Conditions Discussion
8	How is Teacher Leadership Demonstrated	Expert Group Assignment
9	Forming Teacher Leadership Networks	Teacher Leadership Network Discussion

Week	Topic	Assignments Due
10	Responsive Teacher Leadership	Final Project Q&A
11	Determining Goals for Teacher Leadership	School Context Presentation & Reflection
12	Sharing our Experiences though Stories	Teaching & Teacher Leader Platform
13/14	Course Closeout	Reflection

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

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 (USF Policy 10-048). 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.

Course Policies: Grades

Class

Participation: Students are encouraged to respectfully engage with one another's ideas across all modes of collaboration.

Late Work Policy: Please let the instructor if you need extended time for an assignment before the due date.

Grades of "Incomplete"

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

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.

Course Policies: Technology and Media

If you have technical difficulties in Canvas, you can find access to the Canvas Guides *and video* resources on 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.

Course Policies: Student Expectations

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.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

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.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

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 campus and Sarasota-Manatee Teachout site.](#)

[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.](#)

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.

[USF IT Services](#)

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 and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete 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 and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete 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 and Sarasota-Manatee Teachout Site.](#)

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

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)