

Syllabus

ESE 4340C: Effective Teaching and Classroom Management in the Secondary School

University of Florida
Fall 2025
Online Course

Course Overview

Instructor: Dr. Darby Battle Drageset

Email: darbybattle@ufl.edu (expect a response within 24 hours during the week)

Office Hours: By appointment. Meeting will be held virtually.

COURSE OVERVIEW

Effective Teaching and Classroom Management prepares future educators to teach across content areas and diverse student populations at the middle and secondary levels (Grades 6-12). In this course candidates will focus on the interdependence between effective instruction, positive relationships, and classroom management. The course will help candidates create and maintain caring, respectful classroom communities in which students are academically engaged. In particular, the course addresses the special challenges of creating community in the increasingly diverse classrooms in U.S. public schools. In this course we will consider the role culture plays in teaching and learning. In particular, we will consider what it means to be culturally responsive in order to establish a classroom in which all students can succeed. We will apply those principles to curriculum, instruction, and classroom management.

This course is housed in the UF School of Teaching and Learning. If you have questions, contact STL Director Dr. Alyson Adams (adamsa@coe.ufl.edu)

SPECIFIC COURSE OBJECTIVES

Upon completion of this course, teacher candidates in *Effective Teaching and Classroom Management* will be able to:

- Describe the diversity of middle and high school learners from an ecological perspective, including how teachers' and students' backgrounds and cultures impact their judgments of appropriate classroom behavior.
- Describe the meaning and importance of taking responsibility for the learning of all students.
- Understand the roots of challenging behavior as well as the importance of positive teacher-student relationships and an engaging curriculum in effective management.
- Design culturally relevant lessons that build on students' funds of knowledge and demonstrate the application of wise practices in teaching and classroom management.

REQUIRED COURSE TEXTS

All course readings are provided in UF Course reserves or within the canvas shell as PDFs or freely available links. The citations for the three main readings we'll be using are below. Please note that because two of them are by Wong & Wong, both published in 2018, in the canvas shell and in the course schedule below you'll see these abbreviations noting the book titles:

- CM = The Classroom Management Book
- FDoS = The First Days of School

Weinstein, C. S., & Novodvorsky, I. (2015). *Middle and secondary classroom management* (5th ed.). New York: McGraw Hill.

Wong, H.K. & Wong, R.T. (2018). *The First Days of School: How to be an effective teacher* (5th Edition). Harry K. Wong Publications, Inc.

Wong, H.K. & Wong, R.T. (2018). *The Classroom Management Book* (2nd Edition). Harry K. Wong Publications, Inc.

COURSE LOCATION AND TECH SUPPORT

To log in to our course, please go to <http://ufl.instructure.com> and log in using your Gatorlink username and password. If you experience any issues with your username and/or password, please contact the [UF Computing Help Desk \(Links to an external site.\)](#) at 352-392-4357. Once you log in to the course, you will find our course number and title, *ESE 4340: Effective Teaching and Classroom Management in the Secondary School*, in the listing of courses. Click on that title.

Course Logistics & Policies

HOW TO USE THE SYLLABUS: Please read this syllabus and keep it somewhere accessible. (I recommend at the beginning of a binder, or a folder for this course). I've put all of the relevant information for this course into this document, including tips for success and resources for asking for help. If you're ever confused, this syllabus is a great place to start. However, if you're still confused after checking the syllabus, do not hesitate to contact me and ask for help. Send me an email and we'll make an office hours appointment that works for your schedule.

OFFICE HOURS: Office hours are blocks of time where course instructors make themselves available to their students for a variety of purposes: help on course assignments, career counseling, challenges with classmates, or general conversation about teaching and learning. If you want to talk to me for any of these reasons (or other reasons), please set up an office hours appointment! My office hours are not a set block of time in order to accommodate your busy work schedules, yet I am still available to you.

HOW TO GET IN TOUCH WITH THE INSTRUCTOR: Email is the fastest way to reach me. I will reply within 24 hours M-F and within 48 hours on weekends. I welcome your questions and thoughts! To help me keep track of emails from you, please include ESE4340/ESE6345 and your last name in the subject line of any correspondence sent via email.

HOW THE INSTRUCTOR KEEP IN CONTACT WITH ME: It is expected that you will regularly check your UF email for information or updates. We are required to use UF email to correspond with students. I also regularly send out course announcements via Canvas.

COURSE WEEKLY ROUTINE

This course follows a consistent weekly routine:

- Monday: weekly module opens (usually at 12:01 AM Monday)
- Monday-Friday: complete weekly module reading/viewing, review assignments
- **Discussion board weeks: Initial posts due Thursday 11:59 pm
- Sunday: module assignment due by 11:59 pm
- **Discussion board weeks: replies to groupmates due Sunday by 11:59 pm

PLEASE NOTE: in your Canvas to-do, the only deadline that will appear for discussion boards is for the initial posts. You are responsible for completing your replies without the deadline reminder.

ATTENDANCE: In this online course, you should be able to work around typical things that might keep you from attending an in-person class. However, if situations arise that interfere with your ability to complete work, let me know as soon as possible. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

COURSE FEAPs REQUIREMENTS: Whether you intend to teach after graduation or not, it's important to understand how educators are assessed and the standards to which they are held. In Florida, we call these the Florida Educator Accomplished Practices (FEAPs). The State of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the six *Florida Educator Accomplished Practices (FEAPs)*. In this course most of the major assignments are linked to the FEAPs, and if you were in a teacher preparation program you would need to demonstrate mastery of them at the level of "Accomplished" or "Developing." In this course, however, you will learn about the FEAPs and be able to identify them as you observe videos, but you will not be demonstrating them. If you plan to teach out of state after graduation, you will have your own state standards for effective instruction. We are using the FL standards for this course.

Course Grading & Assignments

Formative Assessments / Learning Activities

- | | |
|-----------------------------|---------------------|
| • Syllabus Quiz | 5 pts |
| • Pre-Assessment | 5 pts |
| • Course Content Reflection | 5 pts |
| • UDL Assignment | 5 pts |
| • Class Discussions | 35 pts (5 pts each) |

Major (Summative) Assignments

- | | |
|--------------------------|--------|
| • Cultural Autobiography | 15 pts |
|--------------------------|--------|

- Case Study 20 pts
- Video Assignment 1 20 pts
- Video Assignment 2 20 pts
- Lesson Plan 50 pts
- Post-Assessment Reflection 20 pts

TOTAL POSSIBLE 200

GRADING SCALE ([Link to UF's grading policy here](#))

A	186-200
A-	180-185
B+	174-179
B	166-173
B-	160-165
C+	154-159
C	146-153
C-	140-145
D+	134-139
D	120-133
E	0 - 119

ASSIGNMENT DESCRIPTIONS AND DUE DATES:

<i>Syllabus Quiz</i> (5 points)	Due August 31	This formative assessment is intended to help you become familiar with the syllabus. It will also provide your instructor with information about your understanding of the organization and requirements for the class. Five points are awarded for completion of the quiz.
<i>Pre-Assessment</i> (5 points)	Due August 31	This assignment serves as a pre-assessment of your knowledge, beliefs, and skills. Your pre-assessment will be evaluated based on how thoroughly you respond to each question and how well you express yourself in writing.
Cultural Autobiography (15 pts)	Due August 31	This assignment serves as a self-assessment of your identity and culture, as well as an opportunity to reflect on cultural diversity in the classroom. The 15 points for the cultural autobiography will be assessed on completion, and your reflection will be evaluated based on your integration of course concepts.
Course Reflection (5 points)	Due September 28	This assignment is an opportunity for you to articulate your thoughts on course concepts. This writing assignment is informal, and a space for you and I to discuss the readings/ideas so far and any questions you may have.
<i>Discussions</i> (30 pts total) FEAP 5a	Post Thursday Reply by Sunday	Class discussions are not posted every week. See the calendar below for course modules that include discussion posts. Unless otherwise specified, all initial discussion posts are due the <u>Thursday</u> of the week they are assigned. A minimum of two thoughtful peer responses are due by that <u>Sunday</u> .
<i>Case Study</i> (30 pts total) FEAPs 2a, 2b, 2h, 5d.	Due September 14	A case study is a description of a real-life problem or situation that requires you to analyze the main issues involved. For this assignment, you will examine a classroom issue and relate it to the academic

		literature, and then draw conclusions about why the situation occurred and how best to respond to it.
Reflection on Videos of Classroom Practices (completed twice) (40 pts total)	#1 Due September 21 #2 Due October 26	You will watch short clips of teachers using powerful practices to demonstrate some of the concepts we are discussing in class. You will write a short paper to connect what you see in the videos to course concepts and to relevant FEAPS, and you will; select some strategies that you hope to try in the fall. Address specific anchor concepts in the assignment (you'll receive assignment guidance on this), and cite at least 3 relevant sources we have read in class. Be sure to use APA formatting. Each paper is worth 20 points. <ul style="list-style-type: none"> • Video Assignment 1: Focus on Classroom Environment and Management -- FEAPS 1f, 2b, 2d, 2f, & 2h; 5a. • Video Assignment 2: Focus on Instructional Strategies -- FEAPS 3a, 3f, 3h, 3i & 3j; 5a.
UDL Assignment (5 points)	Due Sunday October 5	This assignment will allow you to practice applying UDL concepts and guidelines that were outlined in the module.
Lesson Plan (50 pts total) FEAPS 1c, 1d, 1f; 2c, 2d, 2f; 3a, 3f, 3h, 3i, 3j; 5a.	Due Sunday November 2	Effective classroom management and instruction starts with a detailed, relevant lesson plan. This assignment is designed to structure the lesson planning process and guide you to producing a high quality, comprehensive, and culturally relevant plan. You will demonstrate your ability to create alignment between the standards, objectives, instructional and engagement strategies, and assessments in your lesson and plan for strong formative and summative assessments. After submitting your lesson plan, you may receive feedback that requires some revisions to your original lesson plan. If I require revisions to your original lesson plan, you will receive the opportunity for your new plan to be re-graded with fresh eyes and no penalty. If you did not receive required feedback to revise your lesson plan, you can email me and ask if you can revise. I will grant revision opportunities on a case-by-case basis.
Post-Assessment Reflection (20 pts)	Due November 23	You will revisit your pre-assessment by reading, reflecting, discussing, and then doing a 1-2 page written reflection to turn in. This short reflection will highlight changes in your thinking as a result of taking this course.

GRADING POLICY FOR PAPERS AND PROJECTS

Assignments are due at the times specified. Please do your assignments carefully and on time. If you are having difficulty meeting assignment timelines, please contact your instructor *prior to the due date*. Keep in mind the following policies:

- **Papers submitted late without prior approval of the instructor will lose half a letter grade per day late** (e.g. a paper submitted a day late would have a possible score of A-)
- Papers submitted on time but receiving a failing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed.
- Poorly written and/or carelessly proofread papers are returned ungraded until spelling, punctuation, and/or mechanical errors are corrected. Such papers ordinarily receive a grade of "C" or lower.
- Grade of Incomplete: It is up to you to plan accordingly and finish all course assignments. The instructor does not give incompletes – a grade of (I) – except in the

case of an extreme emergency that occurs after the deadline to withdraw from the course. Documentation of the emergency is required.

GRADING POLICY FOR DISCUSSION BOARDS

Each time you have a discussion board post, there will be specific instructions for your responses. The following criteria will be used to evaluate your posts:

- Initial Posts: Did you address the questions in the prompts and/or the readings? Was your treatment of the content thorough or superficial? Did you provide evidence/support for your assertions, as needed? Was your post on time?
- Responses: Is there evidence that you read the initial post in your response? Does your response address the initial poster's questions/comments and/or extend his/her thinking? Did you respond to enough people?

Discussion Board Rubric				
	Excellent	Satisfactory	Developing	Unacceptable
Initial Post	The post completely and thoroughly answered the prompt with support and well-developed ideas. Post was on time.	The post answered the prompt with support and developed ideas. Post was on time.	The post answered some of the prompt; contains limited support or undeveloped ideas.	The post did not answer the prompt. Answers were not indicative of high-level academic level work.
Replies	Responses to classmates are thoughtful, thorough, and on time.	Responses to classmates are thoughtful and on time, although they may lack substantial thought.	Responses to classmates are thoughtful, although they may be late and lack substantial thought.	Responses to classmates are inadequate for high level academic level work.

You receive one grade for each assigned discussion. The grade is made up of your initial post + your response post/s. I provide feedback (via replies within the discussion board) before I grade your posts as a reply to your original post within the discussion board.

I consider discussions to be a place to try out your thinking and explore ideas—what is referred to pedagogically as formative assessments. If you complete the posts with support and well-developed ideas, you will receive “excellent” ratings on your discussions (90-100% of possible points). If your posts are undeveloped you may receive “above average” (80-89%) or “satisfactory” (70-79%) ratings.

The course requires active participation and interaction with classmates. Late initial posts will be deducted 20% for the first day late, with 10% additional deduction per day thereafter. No late initial posts will be graded after the response deadline has passed (i.e., you will receive a 0). Late initial posts also may not receive responses from group members. Response posts made after the response deadline will be deducted 50% the first day, with 20% additional

deductions per day thereafter. No late response posts will be graded if they are submitted 3 days after the deadline.

Discussion board posts are somewhat like “participation points” in a face-to-face class—and I really, really, really want you all to earn your points for discussion boards.

ASSIGNMENT FORMATTING AND EXPECTATIONS

For full credit, written major assignments (papers, lesson plans) must be double-spaced; have a 1” margin; use 12 pt. Times New Roman font; include a cover page containing assignment title, author name, and date; use APA formatting where appropriate, including rules regarding writing style and editing; and adhere to length requirements. APA formatting requires some attention to detail; my favorite guide can be found at OWL Purdue [here](#).

APA CITATION GUIDE

All students must demonstrate competence in writing. Your ability to write and to document the sources you use in your writing will be a part of the assessment. If you are not familiar or competent with APA (6th edition) formatting, you will need access to materials to help you (OWL Purdue is readily accessible online). You are strongly encouraged to purchase the APA manual if you have not done so already. Accurate use of grammar, spelling, and APA (except in online forums) is expected. If the writing components of this course are challenging for you, I highly recommend reaching out to the excellent team at the UF Writing Studio: <https://umatter.ufl.edu/office/writing-studio/>

UNIVERSITY POLICIES & RESOURCES

The University of Florida’s academic policies, academic resources, and campus health and wellness resources can be found at the following link: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

COURSE CALENDAR*

WEEK	TOPIC	ANCHOR CONCEPTS	READINGS/ACTIVITIES	ASSIGNMENTS & Due Dates
1 8/21-8/24	Introductions and Course Overview	<i>Domains of Teaching Ecological Developmental Model; the Learning Environment</i>	Corbett et al., Ch. 2 & 7 Module 1 PowerPoint	Pre-Assessment due August 31 Syllabus Quiz due August 31
2 8/25-8/31	Culture & Teacher Identity	<i>Teacher Identity Culturally Responsive Classroom Management, Social Justice</i>	NYU article	Cultural Autobiography due August 31 <i>Discussion Forum</i>
3 9/2-9/7	Creating a Safe and Welcoming Classroom	<i>Positive Relationships; Social Identities; 3 Types of Teachers; "It's My Job" Teachers; Classroom Routines</i>	Wong & Wong CM book, p. 5-10 Wong & Wong FDoS book, p. 48-69	<i>Discussion Forum</i>
4 9/8-9/14	Preventing and Handling Conflict	<i>Precorrection; De-escalation; Empathic Mindset</i>	Weinstein & Novodvorsky book, Ch. 12	Case Study: The Clown due September 14
5 9/15-9/21	Interpreting Student Behavior	<i>Deficit thinking; Equity and Diversity</i>	TED Talk Dr. Kelsie Reed, blog	Video Assignment 1: Focus on Relationships due September 21
6 9/22-9/28	Students with Special Needs	<i>Accommodations</i>	Online readings	Course Content Reflection due September 28
7 9/29-10/5	Universal Design for Learning		Videos in canvas	UDL Assignment due October 5
8 10/6-10/12	Assessment	<i>Formative and Summative Assessments</i>	Videos and articles embedded in canvas	<i>Discussion Forum</i>

9 10/13- 10/19	Lesson Planning	<i>Aligning Objectives & Assessment, planning for groups, managing time</i>	Wong & Wong FDoS book, pp. 220-259	Discussion Forum
10 10/20- 10/26	Motivation Strategies	<i>Academic Press; Motivation Strategies</i>	Online readings	Video Assignment 2: Focus on Strategies due October 26
11 10/27- 11/2	WORK WEEK – Finalizing the Lesson Plan			Lesson Plan due November 2
12 11/3-11/9	Socio-Emotional Learning	<i>Social Emotional Learning Mental Health and Anxiety Trauma</i>	Creating Trauma Sensitive Schools (on Canvas)	Discussion Forum
13 11/10- 11/16	Family Partnerships & Communication	<i>Relationships with Families Communication</i>	Family Partnerships & Communication Guide (on Canvas)	Discussion Forum
14 11/17- 11/23	Bringing It All Together		<i>Reread your pre-assessment from week 1</i>	Post-Assessment Reflection Paper due November 23 Discussion Forum

* Assignments are subject to change per student needs. All changed assignments will be announced with reminders.