COURSE OVERVIEW:
*Effective Teaching & Classroom Management* prepares teacher candidates 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.

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 we will address and evaluate you on 5 of the 6 FEAPs, as well as one additional requirement. They are listed below. To pass the course, you must successfully complete all of the assignments and receive a rating of either “Accomplished” or “Developing.” There are no exceptions to this rule, even if you do not plan to teach after graduation.

Students who receive an “Unsatisfactory” rating may be offered a chance to redo the relevant assignment, or to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a “Developing” or higher rating) will receive either a grade of incomplete or a failing grade. Mastery of the FEAPs will be demonstrated on the two Lesson Plan assignments. Other assignments will scaffold your ability to demonstrate mastery on that summative assessment. As per state guidelines, failing even one FEAP or assignment will result in a failing grade for the course. For a list of the FEAPs addressed in this class, see the final page of this syllabus.

SPECIFIC COURSE OBJECTIVES:
Upon completion of this course, teacher candidates in *Effective Teaching & 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 best practices in teaching and classroom management.

REQUIRED COURSE TEXTS:


2. Materials in course shell. To log in to our course, please go to http://lss.at.ufl.edu and click the blue e-Learning in Canvas button. You will be prompted for your Gatorlink username and password. If you experience any issues with your username and/or password, please contact the UF Computing Help Desk at 352-392-4357. Once you log in to the course, you will find our course number and title, ESE 6345: Effective Teaching & Classroom Management in the Secondary School, in the listing of courses. Click on that title.

Communication with Instructor:
Email either through Canvas mail or UF email is the preferred method of contact. It is expected that you regularly check your UF email for information or updates from your instructor. Please see the introduction in Canvas for information regarding text messaging.

MAJOR ASSIGMENTS: 
(For full credit, assignments 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.)

To complete each assignment, download the template if provided and instructions from the course shell. You can type directly into the assignment, resave it, and upload it using the assignment link before the due date.

*Due dates listed below

1. Syllabus Quiz. (5 points) Due midnight Sunday, August 26

   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. 5 points awarded are for completion of the quiz.

   Pre-Assessment (5 points) Due midnight Sunday, August 26
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, not the accuracy of your answers.

2. Case Studies (40 points total) FEAPS 2.a, b, h; 5d
A case study is a description of a real-life problem or situation which requires you to analyze the main issues involved. For these assignments, you will have the opportunity to examine examples of real classroom issues as they relate to the academic literature and/or research findings on the topic and then draw conclusions about why the situation occurred and how best to respond to it.

- **Case Study 1 - Due Sunday, September 9**
  - The Clown: Disruptive Behaviors - See assignment for specific format for this 4-8 page paper.

- **Case Study 2 - Due Sunday, October 7**
  - Meeting Individual Needs: Group Motivation - See assignment for specific format for this short video or audio submission.

3. Lesson Plans: (40 points total)

- **Lesson Plan Phase 1 – FEAPS 1.c,d,f; 2.c,d; f - Due Sunday, October 21**
  - Effective 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. You are encouraged to use the content of a lesson plan you have created for your student teaching placement, but you must adapt that plan to this format.

- **Lesson Plan Phase 2 - FEAPS 2.f.; 3.a, f, h-j; 5.a., - Submission window Dec 5-9**
  - The second phase of the lesson planning assignment takes you back into your original lesson in order for you to demonstrate your ability to build upon students’ funds of knowledge and frames of reference, draw upon their cultural communication and engagement styles, and create alignment between the standards, objectives, instructional and engagement strategies, and assessments in your lesson. Your responses to feedback from previous assignments should be incorporated into this summative assessment of your learning.

For this assignment, you will begin by revising your original submission to reflect changes in your knowledge about teaching and learning. Then, you will provide three “snapshots” of the lesson, with each one focused on one of the areas of practice that we have discussed this term (i.e. relationships, classroom management, and curriculum and instruction).
4. **Classroom Observations**

The classroom observations will serve as your primary field experience for this course. They will give you an opportunity to apply the theories, research, and concepts discussed in the course to actual teaching practices. Each student will need to arrange their own observations. You should observe any core subject area (i.e. English, Math, Social Science, Science, ESOL) in a 6th-12th grade classroom. You may observe at the same class or school where you are completing your practicum, but you may not use one observation experience for multiple assignments. In other words, you should plan to spend an entire class period (40-55 minutes) just focusing on each of the observation assignments for this class. You can observe the same classroom three times, or you can choose different classrooms.

a) **Observation 1: Focus on Classroom Management** (20 points FEAPS 3. a,f, j )

   **Due Sunday, September 23**

   During this observation, you will focus on how the teacher enacts an “It’s My Job” approach and uses routines to organize the classroom. Then, you will reflect on how the classroom management in the classroom either supports or does not support positive relationships and effective curriculum and instruction. Address specific anchor concepts in the assignment and cite at least 3 sources we have read in class (be sure to use APA formatting).

b) **Observation 2: Focus on Relationships** (20 points), FEAPS 2. b,d,h; 5.a,d

   **Due Sunday, November 4**

   During this observation, you will focus on how the teacher builds relationships with and among students. You will pay particular attention to how the teacher engages historically underserved students (i.e. students of color, those from low-income backgrounds, students with disabilities, students whose first language is not English, etc.). You will describe and analyze any behavioral incidents that occur during the observation using anchor concepts from the course and citing at least 3 relevant sources we have read in class. Then, you will reflect on how the classroom relationships either support or do not support classroom management and effective curriculum and instruction.

c) **Observation 3: Focus on Curriculum and Instruction** (20 points) FEAPS 1.b and c ; 2.h; 3. j; 5.d. – **Due Sunday, November 18**

   During this observation, you will focus on the curriculum (i.e. what is taught and what is not taught) and instruction (i.e. how it is taught) in the class. You will pay particular attention to how the teacher engages historically underserved students (i.e. students of color, those from low-income backgrounds, students with disabilities, students whose first language is not English, etc.). Then, you will reflect on how the curriculum and instruction in the classroom either support or do not support effective classroom management and positive relationships in the classroom. Address specific anchor concepts in the assignment and cite at least 3 relevant sources we have read in class (be sure to use APA formatting).

5. **Class Discussions:** (40 points total) FEAP 5.a

   Class discussions are **not** posted every week. See the calendar below for Modules that include discussion posts. Unless otherwise specified, all **initial discussion posts are due the**
Friday of the week they are assigned. **A minimum of two peer responses are due by that Sunday.**

6. *Live, online class session (20 points total)*  
There will be several opportunities to participate in live online sessions during the Weeks 12 and 13. Live sessions are highly interactive and engaging. A few weeks prior to these meetings, your instructor will send an invite to sign up for a time. If you are unable to attend one of the times provided, it is your responsibility to contact your instructor to make alternative arrangements for participation.

**GRADING POLICY:**

Assignments are due at the times described. Please do your assignments carefully and on time. If you are having difficulty meeting assignment time lines, 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.**
- **No credit is given to late online postings.**
- Papers submitted on time but receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed.
- Poorly written and/or carelessly proofread papers are sometimes returned ungraded until spelling, punctuation, 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 during this course. I do 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 scale (total points):**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>5</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Case Study (3 X 20 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Observations (3 X 20 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Lesson Plan Project (2 phases X 20 pts. each)</td>
<td>40</td>
</tr>
<tr>
<td>Participation in 2 live online class sessions</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Points</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>230</strong></td>
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</tbody>
</table>
Quality of Writing
All students must demonstrate competence in writing. Ability to write and to document the sources you use in your writing will be a part of the assessment. If you are not competent with APA (6th edition) formatting, you will need access to materials to help you. We strongly encourage you 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.

OTHER POLICIES

Student Conduct Code
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Acceptable Use Policy
Please read the University of Florida Acceptable Use Policy that can be found at http://www.it.ufl.edu/policies/aupolicy.html. You are expected to abide by this policy.

Software Use
All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against the University policies and rules, disciplinary action will be taken as appropriate.

Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Student Health
Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-
Campus Resources:
Health and Wellness
- U Matter, We Care:
  If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a
team member can reach out to the student. Student Mental Health, Student Health Care
Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS)
  Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
  http://www.police.ufl.edu/

Academic Resources
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-
support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
  http://www.crc.ufl.edu/
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with
  respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
  http://teachingcenter.ufl.edu/
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing
  papers. http://writing.ufl.edu/writing-studio/
  Student Complaints Campus:
  - On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process

Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course by
completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open
during the last two or three weeks of the semester, but students will be given specific times when
they are open. Summary results of these assessments are available to students at
https://evaluations.ufl.edu/results
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## COURSE CALENDAR

**http://citt.ufl.edu/tools/portfolios/** UF Online Course tools

<table>
<thead>
<tr>
<th>Week</th>
<th>Coming Soon</th>
<th>Topic</th>
<th>Anchor Concept(s)</th>
<th>Readings Due</th>
<th>Assignment Due Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Introductions &amp; Course Overview</strong>&lt;br&gt;<em>The Learning Environment</em></td>
<td><em>Domains of Teaching</em>&lt;br&gt;&quot;It’s My Job&quot;&lt;br&gt;<em>Teaching</em></td>
<td>Corbett, ch. 2 (pp. 12-28)&lt;br&gt;Corbett, ch. 7 (pp. 131-146)</td>
<td>Pre-Assessment &amp; Syllabus Quiz</td>
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<tr>
<td>2</td>
<td></td>
<td><strong>Introduce Case Study 1</strong>&lt;br&gt;Creating a Safe and Welcoming Classroom</td>
<td><em>Positive Relationships; Routines</em></td>
<td>Weinstein, ch. 3 and 5&lt;br&gt;Weinstein, ch. 5</td>
<td>Case study 1: The Clown</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td><strong>Introduce Observation 1</strong>&lt;br&gt;Preventing and Handling Conflict</td>
<td><em>Pre-correction; De-escalation; Empathic Mindset</em></td>
<td>1) Haydon&lt;br&gt;2) Weinstein, ch. 12</td>
<td>Case study 1: The Clown</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td><strong>Teaching Diverse Students</strong>&lt;br&gt;Multicultural Education; Cultural Communication</td>
<td>1) Banks&lt;br&gt;2) Delpit</td>
<td></td>
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<td>5</td>
<td></td>
<td><strong>Interpreting Student Behavior</strong>&lt;br&gt;Deficit Thinking; Resistance</td>
<td>1) Weiner&lt;br&gt;2) Toshalis, ch. 9 and ch. 11</td>
<td>Observation 1 Focus on Relationships</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td><strong>Introduce Case Study 2 Introduce VoiceThread</strong>&lt;br&gt;Cooperative Learning Workshop: Engagement</td>
<td><em>Cooperative Learning</em></td>
<td>Embeded in Canvas</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td><strong>Introduce Lesson Planning Project</strong>&lt;br&gt;Motivation, Instructional Strategies</td>
<td><em>Academic Press; Motivation Strategies</em></td>
<td>1) Weinstein, ch. 8&lt;br&gt;2) Curwin, ch. 2, 3, and 7</td>
<td>Case Study 2: Individual Needs <em>VoiceThread</em></td>
</tr>
</tbody>
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1 This calendar is presented as a general guide but should be considered *tentative*. The instructor may adjust topics, readings and assignments as needed based on the progress of the course. However, the instructor will not move an assignment date up (i.e., require submission of an assignment before the date listed on this calendar).
<table>
<thead>
<tr>
<th>Week</th>
<th>Coming Soon</th>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td>Universal Design for Learning</td>
<td>Planning for all students</td>
<td>Embedded in Canvas</td>
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<tr>
<td>9</td>
<td></td>
<td>Catch Your Breath Week</td>
<td>NO NEW ONLINE ASSIGNMENTS</td>
<td>Lesson Planning project – Draft 1</td>
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<tr>
<td>10</td>
<td>Assign Peer Review Groups</td>
<td>Assessment</td>
<td>Formative and Summative Assessments</td>
<td>Embedded in Canvas</td>
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<tr>
<td>11</td>
<td></td>
<td>Teaching Diverse Students</td>
<td>Funds of Knowledge and Frames of Reference</td>
<td>1) Moll 2) Corbett, ch. 4 (pp. 43-80)</td>
<td>Observation 2 – Focus on classroom management</td>
</tr>
<tr>
<td>12</td>
<td>Introduce Observation 3</td>
<td>Analyzing Student Work</td>
<td>SRI Protocol</td>
<td>Virtual group MEETING (various times)</td>
<td>Share Lesson Plan 1 original with assigned peer</td>
</tr>
<tr>
<td>13</td>
<td>Introduce Lesson Plan final project</td>
<td>Analyzing Lesson Plan</td>
<td>Work with partner to complete peer review and final lesson plan</td>
<td>Virtual group MEETING (various times)</td>
<td>Observation 3-Focus on Curriculum and Instruction</td>
</tr>
<tr>
<td>14</td>
<td>Thanksgiving</td>
<td>NO new readings or assignments</td>
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<tr>
<td>16</td>
<td>Course evaluations</td>
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<tr>
<td>Week</td>
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<td>project- Final (Peer Review) Submission Window Dec 5-9</td>
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</tbody>
</table>
By completing the assignments in this course, you will demonstrate performance on the following FEAPs:

1. **Instructional Design and Planning:**
   - c. Designs instruction for students to achieve mastery;
   - d. Selects appropriate formative assessments to monitor learning;
   - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **The Learning Environment:**
   - a. Organizes, allocates, and manages the resources of time, space, and attention
   - b. Manages individual and class behaviors through a well-planned management system;
   - c. Conveys high expectations to all students;
   - d. Respects students’ cultural linguistic and family background;
   - f. Maintains a climate of openness, inquiry, fairness and support;
   - h. Adapts the learning environment to accommodate the differing needs and diversity of students.

3. **Instructional Delivery and Facilitation:**
   - a. Deliver engaging and challenging lessons;
   - f. Employ higher-order questioning techniques;
   - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
   - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
   - j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Continuous Professional Development:**
   - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs
   - d. Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement