

**College of Education  
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**Fairbanks North Star Borough School District  
Powerful Practices: Ensuring Safe and Healthy Schools**

**1 Credit, Graded P-NP**

**Fall 2018**

**Course Sponsor:** Fairbanks North Star Borough School District

**Primary (Grading) Instructor:** Alica Unruh

**Co - Instructors:** N/A

**Contact Information**

**Address:** Fairbanks North Star Borough School District  
520 Fifth Ave  
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**Course Meeting Information**

**Location:** Live Webinar Series

**Start and End Date:** September 11, 2018 to October 16, 2018

**Class Day(s) & Time(s):** Tuesdays, 3:00 to 6:00 (Weekly)

**Final Proj/Paper Due:** Friday, November 2, 2018

**Course Description:** This course highlights various research-based policy and practice components that districts and schools should consider to improve school climate and create stronger, safer, and more supportive educational experiences for every student pre-school to grade 12.

**Intended Audience:** K-12 Educators, counselors

**Enrollment Restrictions:** Registration limited to Fairbanks School District staff

**Course Prerequisite/Co-requisites:** None

**Alignment with College of Education Vision, Mission, and Conceptual Framework:**

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

**Link to Standards for Alaska Teachers:**

This professional development is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

**Danielson's Framework for Teaching:**

This course aligns with the Danielson's Framework for Teaching which is a "research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. It divides a complex activity of teaching into four domains and 22 components that allows to improve teaching practice and evaluation." (<https://www.danielsongroup.org/framework>)

**Course Design:**

- a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, lectures by experts in the field, and short reflective writing responses.

**Instructional Goals and Defined Outcomes:****RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)****1.0 Instructional Goal:**

Instructor will introduce the research-based guiding principles for improving school climate and discipline in schools and districts including: equity and continuous improvement, clear appropriate and consistent expectations, including the voices of students, and climate and prevention.

**Defined Outcome:**

1. Participants will examine research-based principles for designing school practices and creating district policy relating to school climate and discipline.
2. Participants will review their district's current policies and practices related to school discipline and provide a clear rationale as to why they might recommend specific changes.

## THEORY INTO PRACTICE (APPLICATION)

### 2.0 Instructional Goal:

Instructor will provide a collaborative forum for participants to translate the essential principles and components of a research-based practices relating to improving school climate and discipline in their situation (classrooms, school, district).

### Defined Outcome:

Participants will examine four principles creating a healthier school climate and stronger discipline practices by considering current handbooks and classroom based practices for implementation in their setting (school, district and/or classroom).

## REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

### 3.0 Instructional Goal:

Instructor will engage participants in reflective examinations of the theories, their implemented practices, and the outcomes for each of the four key principals.

### Defined Outcome:

Participants will analyze and reflect upon the principles and strategies for creating safe and healthy schools/classrooms.

## RELATIONSHIP TO STANDARDS

### 4.0 Instructional Goal:

Instructor will familiarize participants with the district policy and practice and national guidelines for safe and healthy schools.

### Defined Outcome:

Participants will identify the four guidelines by providing the district with recommendations for revising new policies and practices district wide.

### **Writing Style Requirements:**

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

### **Attendance and Make-up Policy:**

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

### **Course Assignments, Assessment of Learning, and Grading System:**

Course grading will be PASS/NO PASS based upon the following. Models and rubrics will be provided for each assignment.

- a. Participation and Collegial Support 50%  
Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions
- b. Reflective Paper 25%  
Participants will complete a brief thoughtful, reflection of their current practices in light of the theories and strategies presented.

- c. Application and Assessment 25%  
Participants will provide a set of recommendations for improving school climate and discipline practices for their school, district or classroom.

### **Quality of Work**

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

PASS work is complete, comprehensive, and well prepared; clearly indicates that time and intellectual effort was expended in preparing the assignment.

NO PASS work is incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

### **Course Calendar/Schedule:** *(includes dates for topics, readings, assignments)*

Course reading assignment: Guiding Principles: A Resource Guide for Improving School Climate and Discipline

Session 1, Sept 11	Social Emotional Learning: When districts support and integrate SEL <ul style="list-style-type: none"><li>○ Dialogue &amp; reflect on about how SEL fits with other district initiatives.</li><li>○ Read and review and reflect on the resources provided</li></ul>
Session 2, Sept 18	Student Voice: In Policy and Practices that Can Improve School Climate and Student Learning <ul style="list-style-type: none"><li>○ Dialogue &amp; reflect about key practices for keeping students in the classroom and engaged</li><li>○ Read and review and reflect on the resources provided</li></ul>
Session 3, Sept 25	Culturally Responsive Practices: Crossing Cultural Landscapes in Indigenous Education <ul style="list-style-type: none"><li>○ Facilitated discussions and strategy presentations</li><li>○ Read and review and reflect on the resources provided</li></ul>
Session 4, Oct 2	Equity: School Climate, Equity and Student Learning <ul style="list-style-type: none"><li>○ Facilitated discussions and strategy presentations</li><li>○ Read and review and reflect on the resources provided</li></ul>
Session 5, Oct 9	Trauma Informed Practices: The Who, What and Why <ul style="list-style-type: none"><li>○ Facilitated discussions and strategy presentations</li><li>○ Read and review and reflect on the resources provided</li></ul>

- Session 5, Oct 16      School Climate and Discipline: Putting this all together into recommendations:
- Facilitated discussions and strategy presentations
  - Read and review and reflect on the resources provided

**\*Final paper/project due:**      November 2, 2018

**Related Professional Organizations:**

National Association for School Principals  
National Association for School Counselors

**Course Texts, Readings, Handouts, and Library Reserve:**

Required Text/Materials:

Guiding Principles, A Resource Guide for School Climate and Discipline. United States Department of Education. January 2014, available online:  
<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

Content References:

- Bear, G. (2010). School Discipline and Self-discipline: A Practical Guide to Promoting Prosocial, Student Behavior. New York: The Guildford Press.
- Boccanfuso, C. and Kuhfield, M. (2011). Multiple Responses, Promising Results: Evidence-based Non-punitive Alternatives to Zero Tolerance. Washington, DC: Child Trends.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=4>.
- Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement. New York: Council of State Governments Justice Center. Retrieved from [http://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking\\_Schools\\_Rules\\_Report\\_Final.pdf](http://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf).
- Read, N. & Lampron, S. (2012). Supporting Student Achievement. Washington, DC: The National Evaluation and Technical Assistance Center.
- Gottlieb, J. & Polirstok, S. "Program to Reduce Behavioral Infractions and Referrals to Special Education." Children & Schools, 27(1), 53–57.
- National Forum on Education Statistics. (2011). Forum Guide to Crime, Violence, and Discipline Incident Data (NFES 2011–806). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- U.S. Department of Education. (2014). Family Policy Compliance Office homepage at [www.ed.gov/fpc/](http://www.ed.gov/fpc/).

U.S. Department of Education. (2013). Guide for Developing High-quality School Emergency Operations Plans. Retrieved from [http://rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf).

### Standards References:

Alaska Native Knowledge Network. (1998). Alaska standards for culturally responsive schools. Fairbanks, AK: University of Alaska Press.

ASCA Standards for School Counselors. (2016). Professional Competencies for School Counselors.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

### **Course Policies:**

#### **Incomplete Grades**

An "I" (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an "I" grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the "I" will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

#### **ADA Policy**

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at [www.uaa.alaska.edu/dss](http://www.uaa.alaska.edu/dss).

#### **Academic Dishonesty Policy**

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

**Professional and Ethical Behavior**

University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

**Technology Integration**

University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.