

University of Alaska Anchorage  
College of Education  
3211 Providence Drive  
Anchorage, Alaska 99508-8269

**CHAMPS (K-8<sup>th</sup> grade)/Discipline in the Secondary Classroom (9-12<sup>th</sup> grade):  
A Proactive and Positive Approach to Classroom Management  
in a Military Connected School Setting**

**(course number- if previously approved; and proposed course title)**

**1 Credit, Graded P-NP**

**Summer 2019**

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

**Grading Instructor:** Teresa LeSage

**Instructors:** Teresa LeSage  
Georgia Sandgren

**Instructor responsible  
for entering grades:** Teresa LeSage

**Contact Information**

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**Course Meeting Information**

**Location:** Randy Smith Middle School

**Start and End Date:** June 3-7, 2019

**Class Day(s):** Monday – Friday

**Class Hour(s):** 9 am – 12 pm

**Final Project:** June 7, 2019

**Course Description:** This class will present specific classroom strategies for managing classroom behavior in proactive and positive ways while acknowledging the unique setting and experiences military connected students bring school. The initial session will incorporate Military Culture Educator Training to familiarize teachers with military culture. Subsequent sessions will focus on vision, organization, classroom management plan, expectations, launching the classroom management plan, observing, motivation, class-wide motivation and correcting misbehavior. Within each presentation and corresponding chapter from the book CHAMPS/Discipline in the Secondary Classroom (DSC), a series of tasks or competencies will be presented. Participants will be required to conduct some self-assessments and peer discussion activities regarding these competencies. In addition, participants will discuss data collection within their own teaching situation and discuss strategies for building-wide implementation.

**Intended Audience:** Educators

**Enrollment Restrictions:** None

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

**Informed by the 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 effort 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, <https://education.alaska.gov/TeacherCertification/standards/pdf/teacher.pdf>)

## **Learning Forward Standards for Professional Learning:**

This course is informed by the Learning Forward Standards for Professional Learning which outline the “characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.” As explicit in the standards, “professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student performance at a higher level.” (<https://learningforward.org/standards-for-professional-learning>)

## **Course Design:**

- a. Requires 15 contact hours and an average of approximately 20 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 viewing of instructional videos, common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

## **Instructional Goals and Defined Outcomes:**

### RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

#### 1.0 Instructional Goal:

Introduce the research-based principles of the CHAMPS/Discipline in the Secondary Classroom (DSC) program using the STOIC framework.

#### Defined Outcome:

- 1.1 Participants will examine key elements of the CHAMPS program.
- 1.2 Participants will describe the relevancy of the key elements to their experiences, classroom practices, and students’ needs.

### THEORY INTO PRACTICE (APPLICATION)

#### 2.0 Instructional Goal:

Provide a collaborative structure for participants to translate the essential principles and components of a classroom management program into their classroom practices.

#### Defined Outcome:

Participants will examine their strengths and potential problems of the strategies supporting CHAMPS/DSC for implementation in their classrooms.

## REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

### 3.0 Instructional Goal:

Engage participants in “in-action” and “on-action” reflective examinations of the theories, their implemented practices, and the outcomes.

### Defined Outcome:

Participants will analyze and reflect upon the CHAMPS/DSC principles and strategies of guiding the behavior of students through positive measures, their application in the classroom, the outcomes of the implementation, and the implication for future direction in the classroom, as well as professional learning needs.

## RELATIONSHIP TO STANDARDS

### 4.0 Instructional Goal:

Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

### Defined Outcome:

Participants will identify the standards met by implementing the strategies for positive behavior interventions and supports.

### **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 15%  
Participants will complete a brief thoughtful, reflection of their current practices in light of the theories and strategies presented.
- d. Application and Assessment 35%  
Participants will devise a plan for applying the strategies in their 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:**

#### **Before Monday 6/3/19:**

Military Culture Educator Training. This training is based on content from a Department of Defense site: Military Kids Connect, to help military-connected youth cope with the unique challenges of military life.

#### *Assignments:*

- Go to the Military Culture Educator site:  
<https://militarykidsconnect.dcoe.mil/caring-for-our-youth/educators>  
Read through the site and click on all the resources and explore what is available to help you help students. Fairbanks North Star Borough School District has military connected students in each of its schools. Reflect on how being at a school that has military connected students impacts all our students.
- Read CHAMPS/DSC Introductions and CHAMPS Chapters 1 & 2/Discipline in the Secondary Classroom (DSC) Chapters 1 & 3.

**Monday 6/3/19:**

Introduction to CHAMPS/Introduction to Discipline in the Secondary Classroom (DSC):

A Proactive and Positive Approach to Classroom Management:

- Discuss the CHAMPS/DSC and STOIC approach.
- CHAMPS/DSC Chapter 1 Vision: Develop a clear vision for your class. Create Guidelines for Success with students and post in classroom.
- CHAMPS Chapter 2/DSC Chapter 3 Organization: Create consistent organizational patterns. Develop an attention signal.
- Discuss self-assessments.

*Assignments:*

- Read CHAMPS Chapters 3 & 4/DSC Chapters 4 & 5.

**Tuesday, 6/4/19:**

- CHAMPS Chapter 3/DSC Chapter 4 Management Plan: Construct a classroom management and discipline plan. Discuss strategies used for corrective consequences.
- CHAMPS Chapter 4/DSC Chapter 5 Expectations: Generate clear expectations. Prepare one lesson that communicates expectations using CHAMPS.
- Discuss self-assessments.

*Assignments:*

Read CHAMPS Chapter 5/DSC Chapter 6.

**Wednesday, 6/5/19:**

- CHAMPS Chapter 5/DSC Chapter 6 Launch: Discuss changes that will be made that utilize CHAMPS/DSC principles.
- Discuss self-assessments.

*Assignments:*

Read CHAMPS Chapters 6 & 7/DSC Chapters 7 & 8.

**Thursday, 6/6/19:**

- CHAMPS Chapter 6/DSC Chapter 7 Observe: Use data to monitor and adjust your management plan.
- CHAMPS Chapter 7/DSC Chapter 8 Motivation: Increase student motivation. Reflect and write: How will you include positive feedback to build relationships and increase motivation?

*Assignments:*

Read CHAMPS/DSC Chapters 8 & 9

**Friday, 6/7/19:**

- **CHAMPS/DSC Chapter 8 Class-wide Motivation:** Implement a class-wide motivation system. Complete a multi-flow map that shows the cause/effect of class-wide motivation. Share strategies currently used and ideas of new systems.
- **CHAMPS/DSC Chapter 9 Correcting:** Correcting severe and chronic misbehavior. Review current practices and discuss efficacy.
- **\*Wrap Up: Incorporating CHAMPS/DSC and STOIC into Professional Practice:** Reflection on what each participant has taken from the class and personal growth experienced.

\*Final paper/project due: June 7, 2018

**Related Professional Organizations:**

Council for Exceptional Children

Safe and Civil Schools – [www.safeandcivilschools.com](http://www.safeandcivilschools.com)

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

Required Text/Materials:

Sprick, R. (2009). CHAMPS: A Proactive and Positive Approach to Classroom Management, 2<sup>nd</sup> Ed. Eugene, OR: Pacific Northwest Publishing, Inc.

Sprick, R. (2013). Discipline in the Secondary Classroom A Proactive and Positive Approach to Classroom Management, 3<sup>rd</sup> Ed. Eugene, OR: Pacific Northwest Publishing, Inc.

Content References:

Abramowitz, A.J., O'Leary, S.G., and Fattersak, M.W. (1988). The relative impact of long ans short reprimands on children's off-task behavior in the classroom. Behavior Therapy, 29(2). 243-247

Bandura, A. (1977). Social Learning Theory. Upper Saddle River, NJ: Prentice Hall.

Council for Exceptional Children, (1987). *Academy for effective instruction: Working with mildly handicapped students*. Reston, VA.

Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). *Response to intervention: Examining classroom behavior supports in second grade*. Council for Exceptional Children, 73, 288-310.

Feather, N.T. (1982). *Expectations and actions: Expectancy-value theories in psychology*. Hillsdale, NJ: Erlbaum.

### Standards References:

Alaska Comprehensive Center. (2012). *Guide to Implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Alaska Department of Education and Early Development.

Learning Forward. (2011). *Standards for professional Learning*. Retrieved from <http://learningforward.org/standards-for-professional-learning#.VyvT9U32aJc>.

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.

### **Non-Discrimination Policy**

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and

employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at [www.alaska.edu/nondiscrimination](http://www.alaska.edu/nondiscrimination).

### **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.