Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	Study Skills
Instructor Info	Name: Sean Brochin Contact Info: sbrochin@pps.net
Grade Level(s)	
Room # for class	Room: M-204
Credit	Type of credit: <mark>Elective</mark> # of credits per semester: <mark>0.5</mark>
Prerequisites (if applicable)	n/a
General Course Description	Students with an IEP get direct instruction and support for interpersonal communication, social skills, social emotional regulation, situation-specific behavior and self-advocacy skills. Executive functioning skills such as organization, time management, future-thinking, and planning are also explicitly taught through modeling and built into classroom routines. Students also receive support for work completion and direct support for academic tasks. Placement in this class is based on SPED eligibility and IEP team feedback.

Section 2: Welcome Statement & Course Connections

Personal Welcome	**Welcome to Study Skills**

Course Highlights (topics, themes, areas of study)	**During Study Skills we will:** **Participate in class discussions by practicing reciprocity, active listening, and empathetic statements.** **Practice organization and time management skills by using tools such as an academic planner.** **A typical day will include a student-led check in, verbal and written discussion activities, mini-lessons based around soft skill building, and supported study time focused on academic work. You are expected to bring a book to read in case you finish your class assignments during our supported study time.**
Course Connections to PPS ReImagined Vision	**Including career related learning experiences from the greater Portland community and beyond that are racially diverse, centered around student interest, and culturally relevant.**

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.11-12.1.D

	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Reflective, Empathetic, and Empowering Graduates: We will work towards becoming self-aware, reflective and empathetic members of the community who are curious, respectful and kind.
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education:* ● *Differentiated assignments* ● *Scaffolded tasks* ● *Student choice* ● *Extended time (if needed)* ● *Chunked assignments* ● *Multiple learning modalities* *Access prior knowledge* *504 Plans: NA* *English Language Learners:* ● *Sheltered instruction (SIOP) strategies* ● *Differentiated assignments* ● *Scaffolded tasks* ● *Student choice* ● *Extended time (if needed)* ● *Chunked assignments* ● *Multiple learning modalities* ● *Access prior knowledge*

	Talented & Gifted: • *Extension activities* • *Student choice* • *Acceleration* • *Students teach/help others*
Personalized Learning Graduation Requirements (as applicable in this course):	☐ Career Related Learning Experience (CRLE) #1 ☐ Career Related Learning Experience (CRLE) #2 　　　-*The experience(s) will be:* ☐ Complete a resume ☐ Complete the My Plan Essay

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
Shared Agreements	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender identity in the following way(s): 　• Gather student voice and input 　• Share student stories 　• Display student work 　• Incorporate voice, art, music into the classroom • Classroom norms created by students

	I will display our Agreements in the following locations: Poster Google Slideshow Displayed Daily	
	My plan for ongoing feedback through year on their effectiveness is: ● Student surveys ● Student feedback sessions ● Opinion Polls ● Student-generated discussion	
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: ● Proactively building relationships, getting to know each individual through their writing and discussion ● Examine personal biases ● Elevate students' languages and cultures ● Adapt policies, practices, and pedagogy ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact	
	Families can communicate what they know of their student's needs with me in the following ways: ● Email ● Phone call or text ● Conferences	

Empowering Students	I will celebrate student successes in the following ways: ● Direct student feedback via written or verbal responses ● Student opportunities to share their work ● Phone calls home ● Display student work in classroom ● Allow Student opportunity to pick a fun learning activity such as a Kahoot quiz or brain game to celebrate successes
	I will solicit student feedback on my pedagogy, policies and practices by: Asking for feedback on lessons with a survey via Google Forms, informal assessments on whether instructions make sense (i.e. thumbs up/thumbs down, asking for verbal feedback from students), post-activity reflection or assessment element.

	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:
	
	● Meet with student one-on-one to review agreements
	● Authentic connection/compassion. Connection redirects more effectively.
	● Reminders of expectations and or rules, using stepped interaction:
	   1. proximity
	   2. gestural cuing
	   3. code word
	   4. direct verbal reminder

	5. walk-n-talk check in 6. Call home ● Non-shaming and avoidance of power struggles
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: Providing daily opportunities for students to share their ideas, thoughts and opinions in writing in their notebooks and verbally/out loud with the class

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	Student Behavior plans are in place and shared with teaching teams.
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Permission from teacher and hall pass required Opportunity, when in IEP, to have access to a sensory support space in order to cool down Opportunity, when in IEP, to leave from class 3 minutes early in order to accommodate for sensory processing disorder.
Submitting Work	I will collect work from students in the following way: 1. Personalized Class file folder portfolios 2. Email 3. Canvas If a student misses a deadline, I will partner with the student and teaching team in the following ways so they

	have the ability to demonstrate their abilities:
	Allow for a due date extension as appropriate/needed and prompt student to be the leader in communicating that need with their teaching team nin a timely manner.
Returning Your Work	My plan to return student work is the following:
	One on one check-ins with students - mini conferences to review work.
	What to look for on your returned work: Teacher checkmark shows completion, teacher comments/feedback as needed
	Revision Opportunities: Students will always be allowed to revise their work.
Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
	Canvas
Attendance	If a student is absent, I can help them get caught up by: Checking in with them 1 on 1 when they come back, prompting them to reach out to their teaching team. Keeping Canvas up-to-date so that students can see what they missed and get caught up, reminding them to check canvas

Section 6: Course Resources & Materials

Materials Provided	I will provide the following materials to students: personalized portfolio for organizing work and assignments.
Materials Needed	Please have the following materials for this course:
	Pencils
	Charged Chromebook
Course Resources	Here is a link to resources that are helpful to students during this course:
	Canvas through my.pps.net
	Syllabus for students and families:
	https://docs.google.com/document/d/1HZPvLT-uLks-yBmUE52hJpMREioZ591e67EyHfwqJ08/edit?usp=sharing
Empowering Families	The following are resources available for families to assist and support students through the course:
	Syllabus for students and families:
	https://docs.google.com/document/d/1HZPvLT-uLks-yBmUE52hJpMREioZ591e67EyHfwqJ08/edit?usp=sharing

Section 7: Assessment of Progress and Achievement

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways: teacher feedback on written work, 1 on 1 student check in session, and canvas assignments

Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>*learned* </u>abilities: Students will participate in discussion activities and complete self-assessments, which will be used in addition to a teacher assessment. Teacher rubric for conversational skills assessments.
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: students will complete self-assessments, check in sheets, reflections, post-unit assessments, teacher assessments of discussion skills including reciprocity and empathetic statements.

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for <u>up-to-date </u>information about their grades throughout the semester: Canvas
	I will update student grades at the following frequency: Bi-weekly
Progress Reports	I will communicate the following marks on a progress report: ● *A = Extremely Proficient* ● *B = Proficient* ● *C = Developing Proficiency* ● *D = Emerging Proficiency*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: A (100 - 90%) B (89.99 - 80%) C (79.99 - 70%) D (69.99 - 50%)
	I use this system for the following reasons/each of these grade marks mean the following: ● *A = Extremely Proficient* ● *B = Proficient* ● *C = Developing Proficiency* ● *D = Emerging Proficiency*

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