



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	AVID 11		
<i>Instructor Info</i>	Name: Desmond Spann	Contact Info: dspann@pps.net	
<i>Grade Level(s)</i>	12		
<i>Room # for class</i>	Room: M210		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>			
<i>General Course Description</i>			
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	<p>Welcome to AVID 11. I'm glad you are here and I thank you in advance for your time, attention, and presence this year. The struggles of the past year and a half taught me presence is enough to be great in this world. In this spirit of grace greatness, I welcome you to this course.</p>		
<i>Course Highlights (topics, themes, areas of study)</i>	<p>This course focuses on learning the skills to be successful in high school and beyond. College focused, and we understand the path to lifelong learning and achievement is not always linear.</p>		



<p>Course Connections to PPS ReImagined Vision</p>	<p>Aligns with PPS value of Students at the center. Aligns with the graduate portrait elements of Inclusive and collaborative problem solvers Inquisitive critical thinkers with deep core knowledge Resilient and adaptable lifelong learners Powerful and effective communicators Positive, confident, and connected sense to self Reflective, empathetic, and empowering graduates</p>
<h3>Section 3: Student Learning</h3>	
<p>Prioritized Standards</p>	<p>The following standards will be explored in the course:</p>
<p>PPS Graduate Portrait Connections</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait: Aligns with PPS value of Students at the center. Aligns with the graduate portrait elements of Inclusive and collaborative problem solvers Inquisitive critical thinkers with deep core knowledge Resilient and adaptable lifelong learners Powerful and effective communicators Positive, confident, and connected sense to self Reflective, empathetic, and empowering graduates</p>
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs: <i>Special Education: Extra time on assignments. 1-on-1 feedback. Digital Access to Notes and instruction. Follow accommodations or modifications on IEP</i> <i>504 Plans: Extra time on assignments. 1-on-1 feedback. Follow recommendation on 504</i> <i>English Language Learners: Extra time on assignments. 1-on-1 feedback. Captioned videos when possible.</i> <i>Digital access to notes and instructions</i> <i>Talented & Gifted: Extra time on assignments. 1-on-1 feedback. Student choice in assignments.</i></p>



<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay <p>N/A</p>
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Section 4: Cultivating Culturally Sustaining Communities

<p>Tier 1 SEL Strategies</p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s): Class collaborates in making guiding principles for the course which includes, a mission statement, values, and actions.</p>
<p>Shared Agreements</p>	<p>I will display our Agreements in the following locations: Daily Class Slides</p>
<p>Shared Agreements</p>	<p>My plan for ongoing feedback through the year on their effectiveness is: Weekly reflections relating to guiding principles and course work.</p>



<i>Student's Perspective & Needs</i>	I will cultivate culturally sustaining relationships with students by: Class circle for each class. SEL activity in each class.
	Families can communicate what they know of their student's needs with me in the following ways: By emailing dspann@pps.net or call/text 971-915-3949
<i>Empowering Students</i>	I will celebrate student successes in the following ways: Class circle for each class. Weekly gratitude question
	I will solicit student feedback on my pedagogy, policies, and practices by: Weekly Reflections



	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: Private one-on-one discussion.
<i>Showcasing Student Assets</i>	I will provide opportunities for students to choose to share and showcase their work by: Celebrating in class circles Publishing to class' online publication

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Follow covid safety protocols the best extent possible.
<i>Submitting Work</i>	<p>I will collect work from students in the following way: Mostly online through web applications like: Google Forms Google Sites Blogger Packback Padlet</p> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: All deadlines are extended to the next publication date. No penalty for late work.</p>
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: 1-2 weeks</i>



	<p><i>What to look for on your returned work:</i></p> <p><i>Revision Opportunities: Revision is students choice. I'll provide feedback for 1-3 skills to focus on.</i></p>
Formatting Work <i>(if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Depends on student choice of media</p>
Attendance	<p>If a student is absent, I can help them get caught up by:</p> <p>Making a plan with me to see what is worth completing.</p>

Section 6: Course Resources & Materials

Materials Provided	<p>I will provide the following materials to students:</p> <p>Class reading material</p>
Materials Needed	<p>Please have the following materials for this course:</p> <p>The district provided Chromebook or personal laptop/iPad</p> <p>Calendar or Planner (Digital or Physical)</p> <p>Journal or Notebook</p> <p>Writing Tools Pens, Pencils, Highlighters</p> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
Course Resources	<p>Here is a link to resources that are helpful to students during this course:</p> <p>lms.pps.net</p>
Empowering Families	<p>The following are resources available for families to assist and support students through the course:</p> <p>lms.pps.net</p>

Section 7: Assessment of Progress and Achievement

Formative Assessments	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <p>Instructor feedback to the class, group, and individual.</p> <p>Facilitate peer feedback process.</p>
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<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <i>learned</i> abilities: Published work and student self-reflection
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Class ideation sessions for topics Class discussion on abilities to grow and develop

**Section 8: Grades
Progress Report Cards & Final Report Cards**

<i>Assessing Grades</i>	<p>This course will focus on qualitative not quantitative assessment, something we'll discuss during the class. While students will get grades at progress reports and at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage their work rather than simply evaluate it.</p> <p>Students reflect carefully on their work and the work of your peers.</p> <p>The intention here is to help students focus on working in a more organic way, as opposed to working as they think they are expected to.</p> <p>If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. You should consider this course a "busy-work-free zone." If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.</p>
<i>Progress Reports</i>	<p>I will update student grades at the following frequency: Progress Reports and End of the Quarter</p> <p>I will communicate the following marks on a progress report: <i>Marks: A-C</i> <i>Meaning of the marks: You and I have evaluated the quality of your work and engagement in the course. Each mark means something different to each student so we will decide together what each marks means.</i></p> <p><i>Mark: D or No pass</i> <i>Meaning of the mark: You don't submit a grade and I am not able to find enough work to determine your</i></p>



	<i>knowledge, insights, and skill the mark may be D or No pass.</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: Student self reflection and self evaluation
	I use this system for the following reasons/each of these grade marks mean the following: <i>Marks: A-C</i> <i>Meaning of the marks: You and I have evaluated the quality of your work and engagement in the course. Each mark means something different to each student so we will decide together what each marks means.</i> <i>Mark: D or No pass</i> <i>Meaning of the mark: You don't submit a grade and I am not able to find enough work to determine your knowledge, insights, and skill the mark may be D or No pass.</i>
Other Needed info (if applicable)	

