



# Desert Mountain Elementary School

## Teacher Syllabus Expectations

Jenny Priniski

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***We are committed to partner with parents through open communication focused on the needs of your child. Mutual trust and respect between parents and teachers is critical to maintain a positive learning experience at any school. We believe that your trust in Desert Mountain is essential to ensure your child's success.***

Hello, I am Mrs. Priniski and I will be your art teacher this year! I was born and raised in Bakersfield, California. I moved out to Arizona in 2000. I have 3 awesome kids, two boys, Jack and Reese, and a daughter Morgan.

I played lots of sports growing up. I ran cross country, track, and played basketball all through highschool and college and I now coach cross country here at Desert Mountain so if you want to join the team, and you are 5th through 8th grade, we would love to have you!.

I love to hike, camp, read, draw (of course!), and spend time with my friends and family. I have enjoyed drawing and painting since I was in elementary school and I can't wait to share this experience with you. I LOVE being a Desert Mountain Blackhawk!





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### COMMUNICATION

- School-wide
  - [Desert Mountain School Website](#)
  - [Mrs. P's class website](#)
  - Frequent Smores via social media, email, and texts
- Teacher websites
  - Updated weekly
  - Links to information:
    - Daily Assignments
    - Unit Goals
    - Essential Questions
  - Specify other information found on the site such as calendar, events, special activities...
  - Contact Details
    - Best times and ways to reach you
    - Email Address
    - Classroom number
- What is your main mode of communication? Email/Planner/Canvas/Website/DoJo?
  - Where do students and parents find nightly homework assignments and school events?

***Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.***



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### PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

Please be sure to read the weekly newsletter for ongoing information regarding the content of each early release day.

### HOMEWORK & GRADES

*Homework: Research provides strong evidence that, when used appropriately, homework is essential for increasing and reinforcing student learning and achievement for course standards. Homework may be differentiated to meet the needs of our varied learners. The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self discipline for their life-long educational journeys.*

*FOR ART: the only homework that a student may have is if they have not finished a project in the time frame allotted. Again, all work can be completed and turned in one week before the end of each quarter without any penalties.*

*Grades: Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.*

***PowerSchool** is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).*

***\*\*\*Desert Mountain School is a Phase 2 school for Standards Based Grading. Teachers spent the 2021-22 school year preparing for the transition to a Standards Based Mindset and will be implementing Standards Based Grading for the 2022-23 school year. We will be following the revised Transition Plan as directed by the DVUSD Governing Board. We will be hosting Parent Information***



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*Sessions early in the school year with more information. Additional information regarding the Standards Based Mindset for grading transition plan can be found [here](#).*

### WHY STANDARDS BASED GRADING?:

#### Parents:

- Progress reports are less mysterious and have more meaning
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress
- Parents know in what areas their child needs more support
- Parents are empowered to increase their child's confidence and help their student set goals

#### Students:

- Learning targets are clearly defined and aligned with state standards.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency
- Students monitor their own progress toward the achievement of specified targets
- Specific feedback on progress helps build self-esteem, pride, and motivation

#### Teachers:

- Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided
- Teachers of the same courses have aligned expectations and standards
- Assessment results help teachers determine when students need extra help and when they need more challenging work

### K-6 GRADING SCALE (select your scale)

<b>4</b>	Independently applies skills and content with greater depth and complexity
<b>3</b>	Demonstrates grade level proficiency independently
<b>2</b>	Demonstrates grade level proficiency with support
<b>1</b>	Demonstrates below grade level proficiency



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Standard Numeric Grade	4 & 3			2			1		
Letter Grade	A+	A	A-	B+	B	C+	C	D	F
Final Grade Scores	4.0-3.8	3.7-3.4	3.3-3.0	2.9-2.7	2.6-2.4	2.3-2.0	1.9-1.7	1.6-1.4	1.3-1.0

### 7-8 GRADING SCALE(select your scale)

<b>A</b>	Evidence indicates a high level of proficiency of the learning standards
<b>B</b>	Evidence indicates proficiency of the learning standards
<b>C</b>	Evidence indicates partial proficiency of the learning standards
<b>D</b>	Evidence indicates minimal proficiency of the learning standards - <b>NO CREDIT</b>
<b>F</b>	No evidence of proficiency of the learning standards - <b>NO CREDIT</b>

### PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Expectation for all students will complete all learning requirements:

- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
- *In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.*
  - *1st-6th: A "1" will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook.*
  - *7th & 8th: An "F" will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook.*



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- *Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.*

Art procedures retaking a test or project:

*Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order to learn. The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.*

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- Final assessments or end of term capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.

All projects, assignments, and retakes must be submitted within one week of the end of each quarter.

- Students are required to show evidence of learning and applying the teacher's feedback in order to earn a reassessment opportunity.

### STUDENTS ROLE IN LEARNING

Students become self-directed in learning about themselves as a learner. They have to analyze their own study habits to figure out what actually works for them, this helps students retain knowledge.

- Incomplete formative assignments will be identified as a 0 (7th/8th) or 1 and be indicated as missing in the grade book.
- Retakes must be student initiated; parents should acknowledge awareness of retake. Reassessments will be permitted following proof of practice and relearning, per teacher discretion.
- Retakes and late work must be submitted within one week of the end of each quarter.
- ***No "extra credit" will be given at any time.***

### PBIS

All students are taught to follow the HAWK expectations: Honorable, Accountable, Willing Attitude and Kind. These expectations are outlined in this HAWK Matrix. Students earn Hawk Bucks for demonstrating these expectations that they can use to purchase items or experience coupons in the Hawk's Nest.

### All Things EQ

We have implemented a philosophy called "All Things EQ." While your IQ is your book smarts or school smarts, your EQ is your emotional quotient or self-smarts.

The EQ philosophy focuses on the following key questions:

- How can I be kind and helpful in this moment?
- How are you showing up at school today?





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- Am I making an honest effort?
- Am I focusing on solutions instead of problems?

To reinforce the EQ philosophy our 6<sup>th</sup> graders are trained to be our EQ Ambassadors so they can be role models for the rest of the students. In addition, each teacher is holding class meetings every Friday, showing videos that focus on the four key questions and we have daily announcements focused on the core questions and weekly motto.