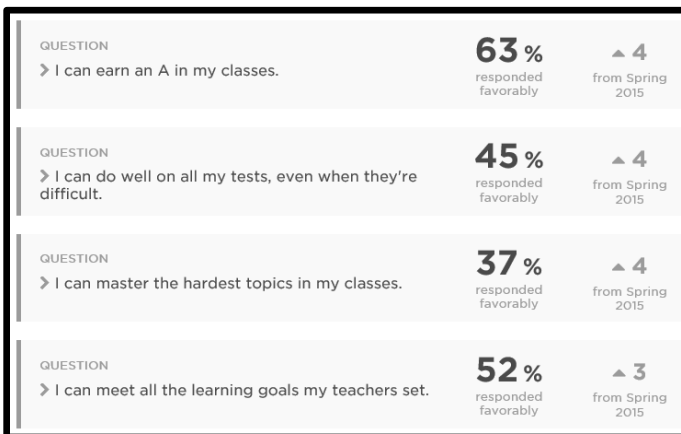


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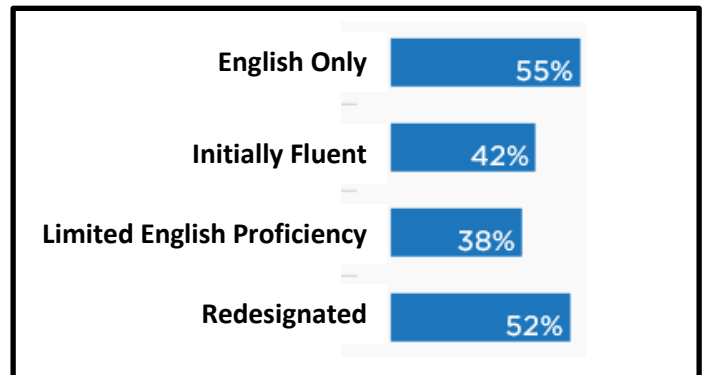
Our staff has continued to strive to support our students with daily challenges and growth. With the first MAP test completed, we know where our students are and therefore have a better idea of where they need to go. As I have been sharing in the past weeks, as a community, we need to improve all of our student and staff mindsets to those of believing in improvement and growth. This week's data shows how our students feel about the topic of Self-Efficacy. Do our students feel that they can achieve in class?



While our scores are up from the previous year, it looks like only about half of the students believe they can achieve on tests or meet our learning goals. The students' answer choices for these questions were in terms of "confidence" level. Only 63% of the students were confident that they could earn an A in classes. The LEP students were the least confident of all.

Looking back at the Growth Mindset data

from 2 weeks ago, the English Learners similarly had lower percentages in believing in themselves.



Even while we believe our students are capable, maybe they don't feel capable themselves and maybe the reason they don't feel confident is because of their English skills or past struggles. While we are focusing on academics, we need to meet students where they are and support the whole student. Here are some ideas:



Think, Pair, Share

Students first think on their own, discuss their ideas in pairs then share out to larger groups or the whole class. This is a quick and easy shift we can make in all of our classrooms to help all students participate and build linguistic confidence. For more information and research about Think, Pair, Share, click [here](#).



Social-Emotional Skills

As we continue to develop the whole student, we will soon begin our Second Step

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program in Homeroom. Homeroom gives us a platform for teaching character, achievement, respect and responsibility specifically. We can also carry these values over into every class. For more information about Social-Emotional Development, click [here](#).



Self-Assessments

Self-assessments don't have to be long surveys. They can be as quick as having students put their work in a specific bin as they turn it in. Bin 1 – "I feel very confident about my work!" Bin 2- "I am somewhat confident but don't thoroughly understand everything." Bin 3 – "I don't feel confident or understand." We can modify this idea in middle school and have students instead mark their papers with their confidence level. With only half of our students feeling confident about achieving our learning goals, this modification can help us as staff to understand how they feel, not just how well they did. Click [here](#) for more information on student self-assessment.



Goal-Setting

Students have started to look at their own MAP data and to set their own goals. This gives our students ownership for their own learning. Instead of thinking that the

teacher **gave** them a grade, they can shift their mindset to understanding that they **earned** a certain grade. How can students be successful in your class? Do they understand what to do, what they did and what they plan to do in the future? We can start to use goal-setting as a practice in our own classrooms so that the students drive their own learning. For more about goal-setting, click [here](#).



Differentiated Instruction

We struggle to teach our students all the content we believe they need. However, as we are pushing through the material, we most likely have students who need more assistance in a concept or reading at the level of the text or problems. Having independent work with or without the help of technology and small groups gives us the flexibility to target students who may have fallen behind last week or even years ago. By providing time for small groups, we can encourage all of our students to achieve. Click [here](#) for more ideas on differentiating instruction.

Every day I see that our staff is growing in expertise with content, technology and strategies, and every week I hope I am providing you with some additional tools for reaching our students. However, we can't do it alone and I hope that you reach out to your fellow teachers and staff as we all challenge ourselves to stretch our abilities.