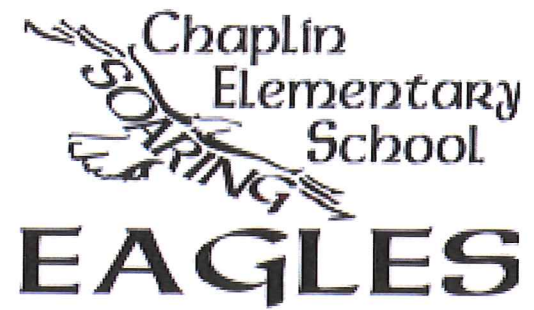


CHAPLIN ELEMENTARY SCHOOL NEWSLETTER



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March 2021

From the Principal...

March 2021

Ahh! Spring is upon us! Our kids are being offered many of the activities they were involved in before the pandemic. Basketball players are finding themselves on the courts. Baseball and softball players are finding themselves heading back out to the fields. Scouts are meeting again. We are on our way to providing the experiences that our kids long and need in order to develop appropriately. This is fantastic!

We aren't out of the woods yet, but brighter days are coming. In a normal school year, spring is always a tough time of the year for many students because as the weather changes, they have reasons to be outside and experience nature and activities that they have been away from for months. For this reason schools often experience a slight dip in student engagement.

It is important, at this time, that we all keep our children moving forward. Learning is a social event that springs from the interactions that we have within school and with our families. An important role for the family is to foster questions and discussion to help their scholar create meaningful experiences about what they are learning while reflecting on the thought processes that help them to arrive at their understandings.

I wish I had a crystal ball to tell you what next year will look like. While I do not have this ability, I can tell you that in order for learning to move from the surface level to deep learning, our children must encounter regular situations that foster the transfer and generalization of knowledge. Ask about their current learning and find places in the day to have children apply the skills and concepts being learned.

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.

Important Dates

- Friday, April 2– No School
- April 10-April 18– Spring vacation
- Friday, April 23– Staff Vaccination day– a change to the school day is coming



Visible Learning

There are many ways to teach, but there is no one best instructional strategy that will work in every classroom in every situation. However, teachers at CES have evidence of the tools and methodologies that are more effective than others. We refer to the impact they have proven, through meta-analysis, as the “effect size.” Some practices are easy to implement, but have very little impact on student learning. These practices are the ones that we are shying away from in place of practices having greater impact regardless of ease.

The ultimate goal of learning is for learners to be able to transfer their gained knowledge and skills to unique situations. There are a number of approaches that need to be employed to move children to true learning such as meta-cognitive strategy instruction, formal discussion, class discussion, and teacher clarity.

Teacher clarity has one of the biggest impacts on student learning. Teachers need to know what students are supposed to be learning. Students need to know what they are supposed to be learning. Teacher and students need to know what success looks like. The daily learning intentions, that are communicated by the teacher, drive what is happening in the classroom. Students need to understand what they are expected to learn if students are to be able to evaluate their own learning. As parents or guardians, you can help your child in their understanding by asking them the purpose of their learning and how they would know if they were successful. Asking these questions, on a regular basis, will help your child to take ownership of their learning and be able to have dialogue with you. As your child discusses the intentions with you, you will be able to connect the learning intention to prior knowledge and activate their personal schema to make stronger connections to what they already know and can do.

Meta-cognitive strategies refer to questions such as: “What am I trying to accomplish?”, “Which strategies am I using?”, “How well am I using the strategies?”, or “What else could I do?” It should be common to ask reflective questions to be sure their regular use encourages the habit of analysis during and after work completion. These questions will make it habit of mind to support their decision making processes and to monitor increasingly complex tasks. As students become better at this, they begin to set their own purpose, self-question, apply fix-up strategies and more that help them to “become their own teachers.”

Lastly, is the using discussion strategically. True discussion is a free exchange of information among and between three or more people that last longer than 30 seconds. During purposeful discussion, a number of things happen. One is that children learn to be patient as each person should be able to speak without interruption. Everyone needs to be an empathetic listener. As the adult, you need **to** listen to and listen **for**. Listening **to** will allow you to gain insights about who your child is. Listening **for** allows you to pick up on the signals that show content understanding and misconceptions. You can respond with sentence frames such as, “So you are saying that...”, “How does this connect...”, and “Take your time. Say more.”

The tasks and the thinking required to complete independent tasks do not forward students' learning in isolation. Independent thinking that requires application, dialogue, and discussion help our children to make greater growth. These practices have proven to help students make more than a year's worth of growth in one year.

The recipients for the Respect (March) Spirit Sticks are: PK– Caleb & Antonella; K– Connor, Jackson, Devin, & Catie; G1– Lev & Matthew; G2– Olivia & Ella; G3– Mike, Nate, Ernest, & Megan ; G4– Jayce; G5– Kyleah, Logan & Bailey; G6– Abram, Jaina, & Julie

Homework

Homework has always been a controversial issue. It is also misunderstood for so many reasons. People must consider the age and developmental level of the learners when considering homework. Homework has a greater effect size for high school students than it does for middle school students. It has a greater effect size for MS students than for elementary students. The argument that students need homework to prepare them for the next level has to stop as it is not sound reasoning. Homework has to be right for the learner and the purpose

Chaplin Elementary School, like all others, has a homework policy. Excerpts of this policy are below (you can read the policy in its entirety on the CES website under the BOE tab):

It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, ... strengthen basic skills, ... reinforce independent study skills, and develop ...self-direction. Homework should also consider the learning styles of all students.

If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.

Students should understand not only what to do, but also how to do it.

At the elementary level, homework that provides ongoing opportunities to practice skills already taught and reviewed in class can be effective toward mastery. However, work on new material may cause unnecessary struggle, especially for our primary aged learners. "Homework may not be the answer to increasing students' achievement, and efforts to raise the rigor of schooling by assigning more independent learning that students must complete at home is misguided and potentially harmful to students." (John Hattie 2017) Asking students to read nightly and practice/review skills (such as Math) already learned allows students to maintain skills, independently in most cases.

To no surprise, (outside of student experiences) teachers have the greatest impact on student achievement. What teachers do in school, with the time we have with our scholars matters more than anything else. Teaching and learning is more than the lessons taught. The feedback given to students on the progress they are making has a great impact on visible learning. This rightly suggests that daily learning includes assessment. This does not mean assessment for grading; rather, it refers to a method for measuring progress and comparing it to what has occurred in the classroom. Not only do the class questions, written assignments, and practice work allow teachers to track their students' growth, it will help students to begin to self-assess and become their own advocates.

You can help your learner by checking with them daily on the assignments they may have been assigned for completion that evening. You can turn off the television during their work time. You can be a good model and read a book of your own at the same time they read. If your learner is stuck, you can help them think about where they do not have a complete understanding of the question/task and draft a question for the teacher to help clarify the following day.

Vacation

Four families (the Smiths, Johnson, Clark, and Adams) went on vacation. The families went to either Florida, Arizona, California, or Canada. The vacations lasted either 2, 4, 6 or 8 days. Use the clues below to figure out where and how long each family vacationed.

	Florida	Arizona	California	Canada	2 days	4 days	6 days	8 days
Smith								
Johnson								
Clark								
Adams								
2 days								
4 days								
6 days								
8 days								

CLUES:

1. The Smith's were on vacation 2 days longer than the family that visited Florida.
2. The family that was gone for 4 days visited California.
3. The Clark family visited a destination that starts with "C".
4. The Johnson family went to Florida for more than 3 days.
5. The Adams family went to California to visit their grandparents.



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The following students have been chosen as a Soaring Eagle or Bucket Filler (kindergarten) during the month of January:

(K) Tamari, Catie, David, & Connor (1) Sophia, Matthew, Vanessa, Camden, Autumn, Lev, Isaiah, Noah M, Noah A, & Jamie (2) Ella, Hunter, Riley, & Olivia K (3) Nate, Michael, Jeanna, Zach, Nora, Jahnavi, Issaac, & Ernest (4) Jayce, Brendan, & Kelby (5) Elly, Blake Isabelle, Jocelyn, Bailey, Jack, Sam, Alivia, Kyleah, & Rocco (6) Hallie, Jacob, Jaina, Talia, Ava, Julie, Abram, & Maximus