

CHAPLIN ELEMENTARY SCHOOL NEWSLETTER



Volume 4 Issue 3 Follow us on Twitter at Kevin Chavez@ChaplinElementa

Dec 2021

From the Principal...

K. Chavez

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Dear Parents and Guardians,

What a great turnout at the recent Parent-Teacher conferences! It was nice to be able to open our doors to parents for in-person conferences this year. We have 156 students at CES, but we had 190 conferences as many of our parents in the Middle Academy met with multiple teachers as well as the conferences parents had with the special area teachers.

Our goal during conferences is to give parents a snapshot of where their child is at this point in the school year in terms of benchmarks for the fall. This should have given you a picture as to the progress your child is making toward the end of the year standards. Some children may be ahead of the benchmark, but please remember that does not necessarily exceed the end of the year standard.

Please continue to use the feedback the teachers provide on assignments that come home as they should inform you about the strengths or areas in need of improvement. Use the feedback to work with your child to support your child in making progress as we continue to move through the year. If you aren't sure what you can do, please reach out to your teacher for suggestions.

Be sure to celebrate their successes as often as you can! Let your child know how proud you are of their achievements.

As always, please let us know if you have any questions.

K Chavez

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

- Dec 24—Jan 2 Winter Break



Engaging Instructional Time

Schools across the country have had to consider the disruptions caused by all the factors of the past couple years. Two of the most important things for teachers to consider positive learning environments and curriculum. Understandably, everyone wants a quick return to the “norm.” We want to maximize instructional time, but we need to keep in mind that a majority of the students need support in self-regulation and social skills necessary for engagement in learning. In order to create school and classroom environments that will enable all our students to get or stay on track, we need to reel in any pressure to maximize instructional **time**; rather, we need to focus on engaging our students.

As students spent time in remote learning for extended periods of time or by emotionally detaching from school, their attention to learning was often disconnected. Our teachers, at CES, strive to construct engagement in the classroom. This includes three types of engagement– emotional engagement, behavioral engagement, and cognitive engagement. This takes a lot of careful planning on the teacher’s part and calls all their expertise to shine during each and every lesson of the day, the week, the year!

We need students to be emotionally motivated to learn. Teachers work to achieve this by planning ways for students can make connections to the learning- by seeing themselves and their life experiences in the content of the lesson, the story being read, the role the student is playing in the learning activity... Teachers conduct more frequent check-ins with their students using interactive strategies that allow them to determine the level of engagement emotionally as well as cognitively. These check-ins also help the teacher to give feedback that encourages and supports as well as raise levels of pride, hope, and joy in learning.

Behavioral engagement is tangible and more easily observed because it comes across by facial expressions, physical movement, alertness to the lesson, and focus. When teachers need to respond to off-task behaviors, they need to understand how their reactions will affect the students who are in need of attention as well as all others in the room. We are not looking for obedient children; we want our students to participate in academic learning.

When students are cognitively engaged, their levels of investment in learning increase. They are more willing to take risks to use a more complex learning strategy. This engagement is driven by a particular student’s level of intrinsic motivation to learn and retain materials as well as invest in complex understandings.

It could very easily be argued that “student engagement is everything” when it comes to charging our students’ intellectual curiosity.

As staff focused on Citizenship during the month of November, they stressed the importance of fostering healthy discourse among people of differing viewpoints. As students grow to see multiple perspectives and understand there are various thoughts about topics, they come to the realization that although differences exist there is still common ground with people who are different from themselves. Citizenship fosters mutual respect and understanding, which in turn connects and builds a strong network of people working toward the same goal.

Students discussed the difference between looking like a good citizen and practicing good citizenship!

The recipients for the Citizenship Spirit Sticks in November are: Pre-K– Marco; K– Anna & Elise; G1 David, Braylee, Kalina, Connor, Tirza, & Tamari; G2 Kylie, Adam, & Terralyn; G3– Olivia K, Amelia, Grayden, & Ella; G4– Maddi; G5– Emilee, & Jayce; G6– Sora, Shaeli, Kyleah, & Natalie

Thank you for understanding that your choices and action affect people in school! You help to make sure that your peers are supported!

Shout out!

I would like to give a shout out to all the parents who were here for the Holiday Craft Fair and Breakfast with Santa. Thank you for being so giving of your time to make the day a success for the PTO and Sixth Grade fund raising efforts to reduce the costs for Nature's Classroom.

Thank you to our parents for coming to school to pick up your child's school materials for our short duration of remote learning. You made the process very smooth and got your children ready to learn so quickly; other schools would be envious of our parent support for their children!

Intrinsic Motivation

I have been asked many times what keeps me going. I respond by asking what that person loves to do that requires effort and commitment. What keeps you going? I have both short-term and long-term goals that keep me motivated. I am sure your response would be similar. I would bet that many of you would say that you love the challenge or that whatever you do is energizing.

The students are no different; they have the same psychological needs that act as their intrinsic motivators. When they feel these same connections and sense of purpose to their academic lives, they would have the energy and enthusiasm to invest in ways we all want them to. We have to really think about them in order to leverage these motivators.

Support them at home by offering autonomy by giving them options such as where to work on homework or which assignment to do first/last. Help them to have a sense of belonging by asking questions about they helped the class move forward that day. Ask about group work as well as individual work. Help them to see their competence by offering just the right amount of help— don't make the work too easy. If there is a true struggle, help them to figure out what they can do on their own before showing them how to do it. When your child asks, "Why do I have to learn this?", your response means a lot. Stay away from answers that are too far in the future for them to see a connection. Help them to see how it can affect them during some of their favorite activities. Make it as much fun as you can; turn learning into a family game. Ask your child questions that raise their curiosity and will require them to use a skill being learned to find an answer.

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

(K) Isaac, Sabella, Anna, Ava, Ayden, Elise, & Noah; (1) Jade, Tirza, Braylee, Mekhi, Layla, & Emmeline; (2) Titan, Odin, Kylie, & Bella; (3) Olivia G, Mila, Olivia K, Amelia, & Ella; (4) Jeanna, Ernest, & Jahnvi; (5) Jayce, Eli, Kelby, Emilee, & Hadleigh; (6) Natalie, Sora, Kyleah, Alana, Brendan, Jack, & Bailey

Congratulations! Thank you for being a terrific role model to your peers!