

The Condition of Spirit of Adventure is characterized by our ability to take on positive, healthy challenges at school and home, with family and friends. Students experience a Spirit of Adventure when they tackle something new without the fear of failure or success.

Mirror, Mirror, On The Wall



*Teachers ask students to utilize a variety of self-assessments at **Reflection School**. You have observed that when students' self-assessments count toward their grades, the assessments are more positive than when students self-assess without any impact on their grades. When students are asked, "What is the purpose of self-assessment?" they are likely to respond, "So the teacher doesn't have to do all the grading."*

What could be done to help students understand the purpose of self-assessment? What is the intended purpose of student self-assessment in your district? Do students understand this purpose? What specific challenges do you, your colleagues, and students experience with student self-assessment?

Tortoise vs. Hare



*The pace of the school day, week, and year at **Doing It All School** is unrelenting. There is barely time for staff and students to take a deep breath and simply think. Students often report feeling like robots just going through the motions each day.*

What could be done to create a more manageable pace at school? How do you provide time for students to pause and organize their thinking? What specific strategies and activities do you teach to support metacognition? How do you create time and space as a teacher to pause and reflect on yourself as a learner?

More is Not Always Merrier



*At **Score District**, it's all about the goals—district goals, school goals, classroom goals, teacher goals, student goals—the list goes on. The importance of goal setting is indisputable, yet the abundance of goals and constant shifting of the goalposts has caused teachers and students to simply comply rather than participate in a meaningful goal setting process.*

How could goal setting be restored as a meaningful and effective practice? Without looking them up, list your district and school goals for this year. Do your students know these goals? How do you develop a meaningful goal setting process with students? How do students monitor their progress on goals they set for themselves? What happens when a student goal does not align with a school goal?