

GUIDING PRINCIPLE 2

ENHANCING STUDENT EFFICACY



Strategy: The Power of Yet

Audience: Grades 5 to 12

What:

- Students focus on the skills or learning described in the criteria of a learning experience/task/project and are encouraged to think about their own learning in relation to exemplars/indicators
- The words *met/not yet met* give students a path into the future, build resilience and confidence, and promote a growth mindset

How:

- Teacher models *The Power of Yet* with statements and practices of praise and feedback that acknowledge the student for the process in which they engage (e.g., their effort, perseverance, strategies, focus, progress) to inspire them to take risks, learn from mistakes, and move forward
- Students assess their work against set criteria and determine whether they have met those criteria or not yet. Students are prepared to talk about/show the evidence that supports their choice
- Follow suggested steps for context using example provided
- Students use the third column "Please Notice" to point out the special qualities in their work they want noticed in relation to efforts they may have taken

Materials:

- Student Template: The Power of Yet
- Student Template: The Power of Yet—Step by Step
- Video: The Power of Believing That You Can Improve

Example:

The Power of Yet

Criteria for...	Met	Not Yet Met	Please Notice...
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Conference requested: <input type="checkbox"/>	Question(s):		
Date(s) received:	Feedback:		
Reviewed by: <input type="checkbox"/> Self <input type="checkbox"/> Teacher <input type="checkbox"/> Peer <input type="checkbox"/> Other	Student: Class:		

For more information on self-assessment and goal-setting examples, see Gregory, K., Cameron, C., Davies, A. (2000). *Self-assessment and goal setting: For use in middle and secondary school classrooms*. Connections Publishing, pp. 29-31.

Inclusive Practices to Consider:

- Support students with sample matches
- Provide opportunities for practice with a peer/adult to check their work against the criteria
- Give students opportunities to resubmit work they have changed or revised

Reference and Links:

The Power of Believing That You Can Improve

<https://www.youtube.com/watch?v=X0mgOOSpLU>

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