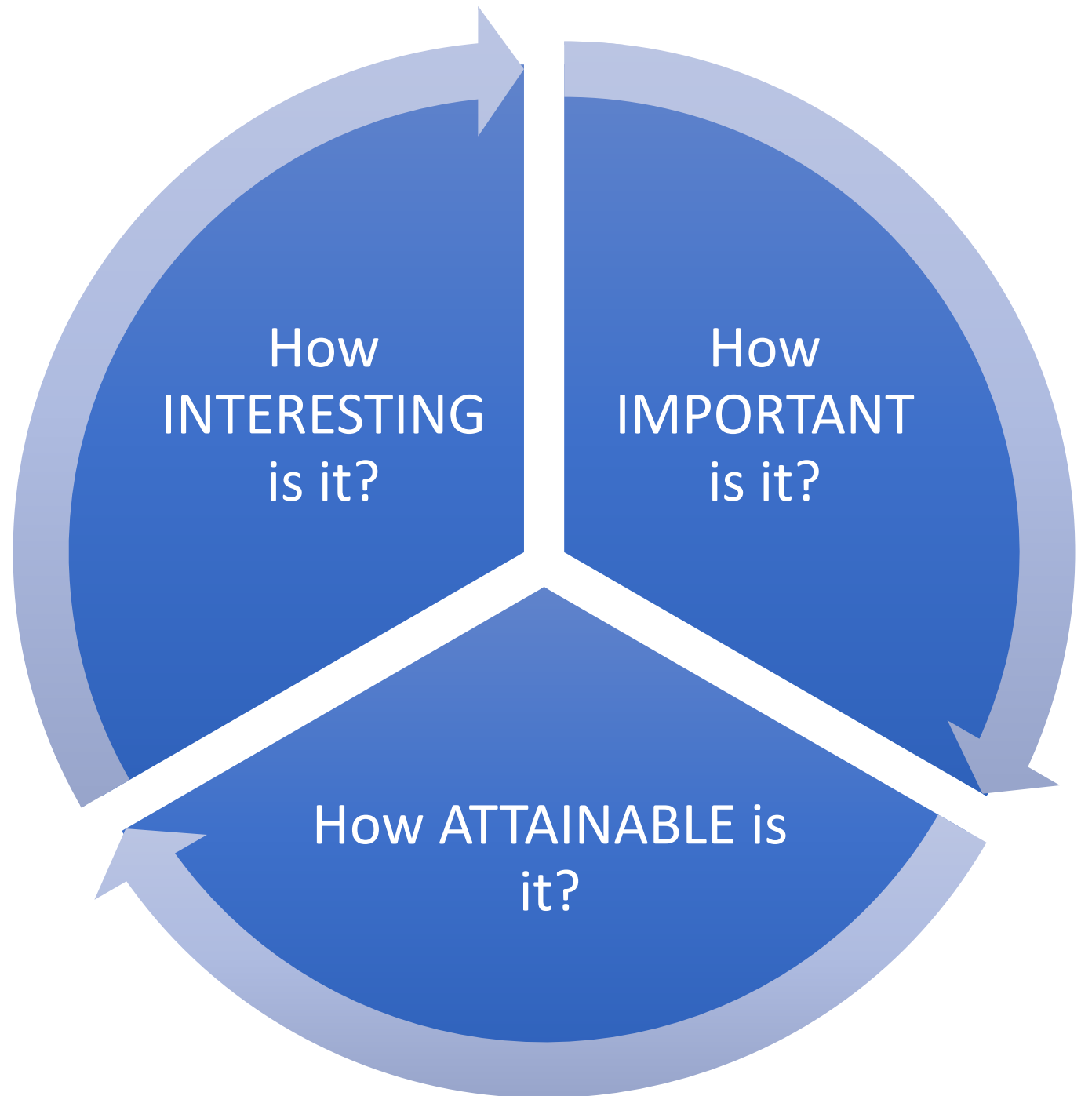


How do we
motivate these
kids?

Goal Valuation



6 Steps to Motivating your students

1 - Caring

Getting to know your students and their interests and knowing the context of their learning

2 – Visible Learning

Pointing students in the right direction by having clarity in your presentation of the lesson. Students should know what they are learning and why they are learning it.

3 – Student Choice

Broadening your horizons and giving students as many choices as possible whenever possible

6 Steps to Motivating your students

4 – Authentic Learning

Having lessons that have real-world connections and thus are engaging

5 - Management

Making sure you are managing your classroom so that students are all able to work on what they need to, how they need to

6 - Reflection

Follow-up reflection to make sure this is something that motivates the students and revisiting and revising

Caring

What can you do to give your students a sense that you care for them?

1. Show them
2. Show them
3. Show then

Strategies for showing your students you care about your teaching

- 1. Presume competence.**
- 2. Provide appropriate learning materials.**
- 3. Be prepared.**
- 4. Support struggles and enrichment.**
- 5. Give responsibilities.**
- 6. Show your love for the subject.**
- 7. Share your efforts.**
- 8. Give choice.**
- 9. Be dependable**
- 10. Reflect upon your own experiences.**

Strategies for showing students you care about them

- 1. Greet your students every morning.**
- 2. Acknowledge their presence.**
- 3. Make reference to things that are relevant in their lives.**
- 4. Ask questions about their lives.**
- 5. Share things about your life.**
- 6. Make praise meaningful.**
- 7. Avoid sarcasm**
- 8. Be present**
- 9. Use kind words**
- 10. Say good-bye at the end of the day.**

Levels of Listening

Level 1

- We get in tune with our own thoughts, opinions, and judgments. That's not fully listening.

Level 2

- We recognize the tone, pace, energy and agenda of the other person. With this level, we don't just listen to the words but also the expression, the emotion, the tone, the speed, and the body language.

Level 3

- We use our intuition, the information feeding into the environment around us, and the multiple factors that are impacting the conversation at any given time.

Visible Learning

Make sure students are crystal clear on not only what they are learning, but why they are learning it.

Consider

- Gaining clarity
- Sharing clarity
- Feedback with clarity
- Assessing with clarity

Gaining Clarity

Unpacking the Standard

- Using the Content Standard to Determine What Level of Questioning Should Be Used

Nouns

- Are the “what” of what should be taught.
 - Each content area with standards is set up to encourage a specific set of content specific information to be assessed. They give us this information within the text of the indicator.

Verbs

- These are the **levels of thinking** of what the student should be able to do.
 - The verb will determine the **minimum point** of the cognitive range at which the instruction should **start**.
 - We can use Bloom's Taxonomy to help figure out the range according to the indicator.

Sharing Clarity

- Making it clear to the stakeholders
 - Students
 - Parents
 - Administration
 - Colleagues

Even on Multiple Choice Assessments

- This one was wrong because...
- Your thinking was right on this one but you made a silly mistake
- Used good logic to figure one of the answers out
- What might have been an even better answer but was not a choice?
- How do you think you would have reacted if it was you?
- Remember to use the _____ to solve this

Why visible learning is so important for motivation

- *Interesting – when you take away the secretiveness of what they are learning and make clear to students what the plan is, they take more interest in it.*
- *Importance – by students seeing what the learning intentions are, they can see how it fits into the big picture of their learning and thus why it is relevant to be learning it.*
- *Attainable – by being clear with learning expectations, students receive a roadmap for success, they can see how to attain this level of success and what they are going to have to do.*

Student Choice

How much control do students have over what goes on in the classroom? Do you think they feel like a part of the decision making process?

Learning is now

'a la carte

What about

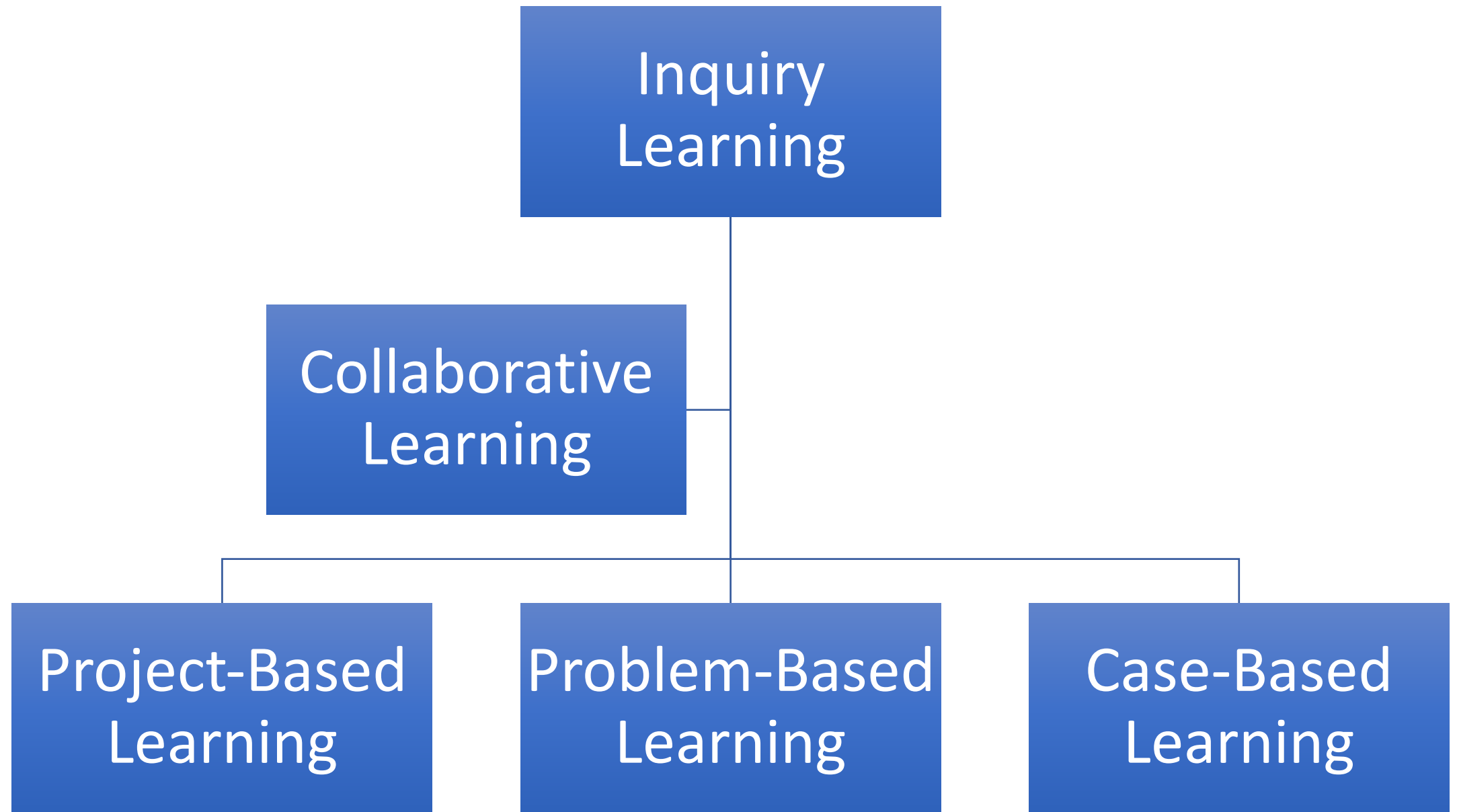
your class?

Some places you may add choice

- Seating
- Group members
- Book choices
- Homework
- Resources
- Challenge
- Assessment

Authentic Learning

How authentic is the learning going on in your classroom? One indicator might be how useful what they are learning will be in their lives and the real world #relevance



Types of Authentic Learning

Authentic Audience

Writing argumentative essays to politicians

Having an art show or public concert

Getting the chance to present an idea to administrators or school board

Presenting a business plan to local entrepreneurs

Displaying a class museum that the school can attend

Reading poetry at a local coffee house

Filming own YouTube video

Submitting work to contests

Hosting a public showcase for parents and community members

Creating a public website or blog

Management

How do you manage the chaos that goes with engaging, authentic, and visible learning? What does the role of the teacher become?

Skills Training

- How to do basic executive function skills (i.e. notetaking, studying, internet research, test taking)
- How to collaborate successfully with others
- 21st century skills (public speaking, critical thinking, leadership, creativity)
- How to write rubrics
- How to learn independently and set own learning goals

Keys to successful classroom management

- **Managing stress**
- **Providing space**
- **Student focus**
- **Conferences**

Managing Stress

- Different kinds of learners
 - Big picture, holistic vs. horse blinders
- If not used to teaching method, might want to ease them into it
- Once they are trained, the sky is the limit
- Observing body language

Giving Students Space

Mental

- Set long term deadlines rather than daily checks
- Not looking over their shoulder all the time
- Allow them to struggle a little rather than solving their problems
- Show them you trust them

Physical

- Staying away from the front of the class (10 minute rule)
- Do they have the materials and resources they need to complete their work
- Allowing them to create an effective working environment
- Is the setting one in which they can independently work

Keeping them Focused on the Lesson

- Contracts
- Calendars
 - Class
 - Personal
- Rubrics
- Posting CCSS

Conferencing

- Setting office hours
- Scheduling appointments
 - One-on-one
 - Group
- Keep the advice short and sweet

Types of Conferences

- Status Conference
 - Basically maintenance reviews, checking in with the group and making sure they are where they need to be in regard to the calendar and deadlines. This involves the teacher and students sitting down with the calendar and seeing where exactly the group is.
- Process Conference
 - What have we done well so far?
 - What do we want to improve for the future?
- Post Conference/Reflection
 - Once the work is done, what did they think about their results and were they where they wanted them to be?

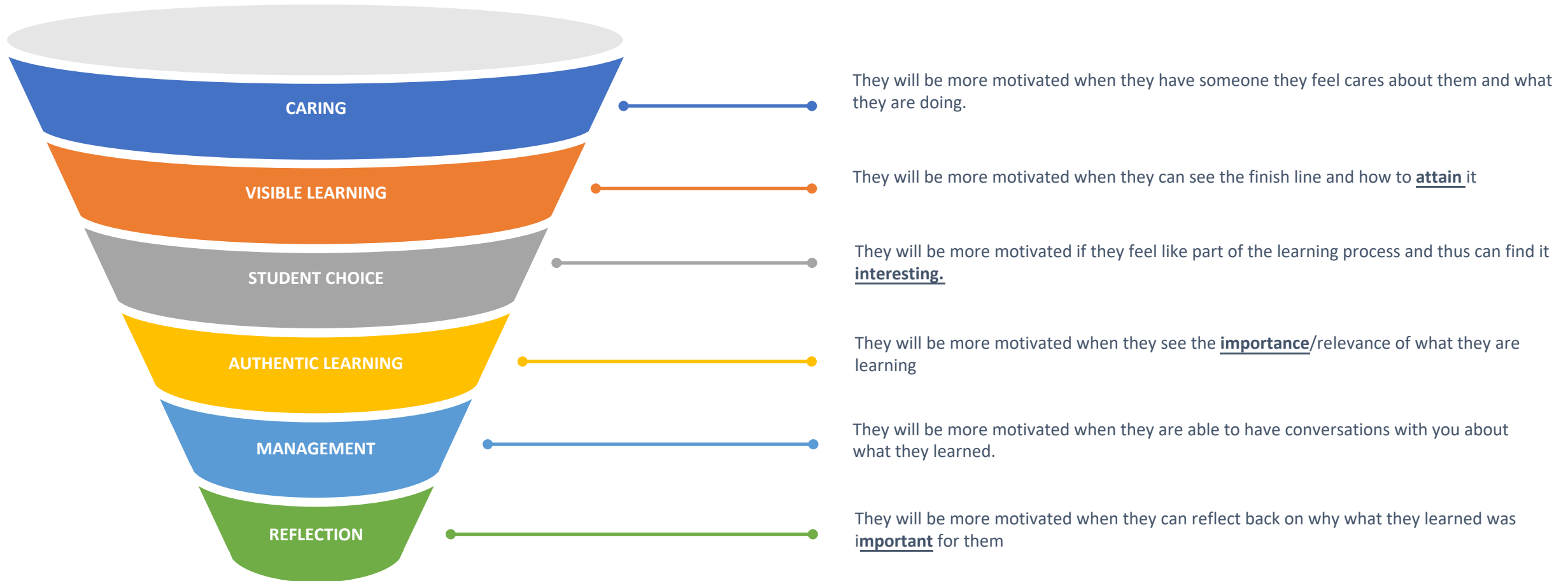
Reflection

How do your students learn the big lessons? What opportunities are you giving them allow them to share how they feel about what was learned?

Basic structure to reflection

- **Retrospection:** thinking back about a situation or experience.
- **Self-evaluation:** critically analyzing and evaluating the actions and feelings associated with the experience.
- **Reorientation:** using the results of self-evaluation to influence future approaches to similar situations or experiences

STUDENT MOTIVATION





Any questions?

You can find me at

www.thegiftedguy.com

thegiftedguy@yahoo.com

@the_gifted_guy