



Achievement 2: Motivation, Focus, and Instruction

Category: Student Motivation and Achievement

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Student Motivation and Achievement

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Learn the alphabet of student achievement.
- Identify key motivational strategies in conducting assessments, giving homework, and giving instructions.
- Be trained in basic student-centered approaches to handle challenges presented by students in the classroom.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout: The Alphabet of Student Achievement
 - Activity Sheet: Walk the Talk
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Learning the Talk: The Alphabet of Student Achievement
2. Learning the Walk

Subtopics:

1. Learning the Talk: The Alphabet of Student Achievement

- a. A and B
- b. C and D
- c. E and F
- d. G and H
- e. I and J
- f. K and L
- g. M and N
- h. O and P
- i. Q and R
- j. S and T
- k. U and V
- l. W and X
- m. Y and Z

2. Learning the Walk

- a. Giving Instructions
- b. Homework
- c. Assessment
- d. Six Roads to Harmony



Presentation Outline

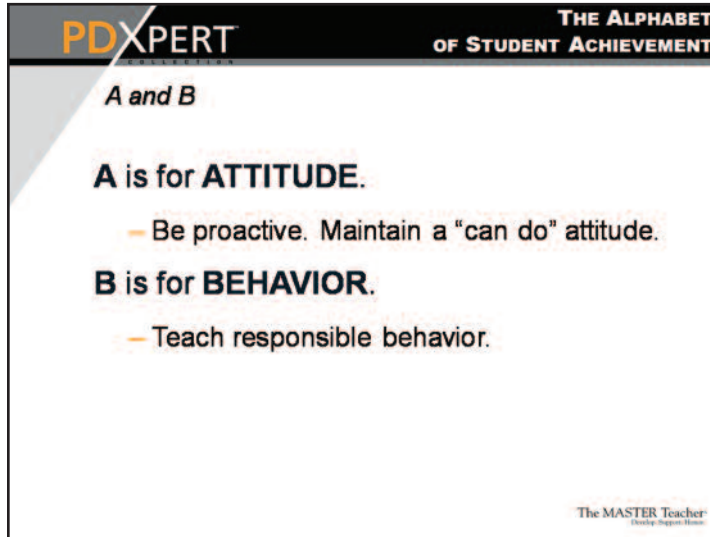
This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Learning the Talk		
	3-17	75
Activity – Achievement Acrostic	17	(15)
Break		
Topic 2 – Learning the Walk		
	18-33	90
Activity – Walk the Talk	27	(30)
Closing Thoughts		
	34	5
Total of 3 hours (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 4



PDXPERT THE ALPHABET OF STUDENT ACHIEVEMENT

A and B

A is for ATTITUDE.

- Be proactive. Maintain a "can do" attitude.

B is for BEHAVIOR.

- Teach responsible behavior.

The MASTER Teacher
Teacher Support System

A is for Attitude. Teachers should tell their students: *This is our classroom, and all of us here are going to work together.*

Motivational techniques are proactive, uplifting, and achievement-oriented. They keep both educator and students on task and moving forward constructively. They enhance the relationship between teacher and students, increase time on task, and help improve learning generally.

Weave motivational techniques into every lesson in order to arouse and hold student interest and effort. Use and refine motivational techniques that help create a climate that fosters high productivity and high satisfaction.

Maintaining a consistently positive attitude and using "can do" words and phrases continually is one teacher action that is vital to high productivity. Also, try to use these three words sparingly: can't, don't, and no. These three words actually undermine a productive learning climate and stop creativity and individual initiative cold.

In their article, "Methods of Motivational Teaching," Malouff, Rooke, Schutte, Foster, and Bhullar recommend that teachers show up to class early, are well prepared, and speak in an enthusiastic tone of voice.

B is for Behavior. *Approach irresponsible behavior as a teaching opportunity. Provide experiences where these students can practice desired classroom behaviors that enhance learning. Offer guidance and immediate feedback. Gradually increase the significance, scope, and independence with which students can practice and demonstrate their ability to accept responsibility and behave responsibly. You also need to impress upon the parents that they, too, must teach their children to be responsible for their behavior.*

Slide 17

The slide features a black header with 'PDXPERT' in orange and white, and 'THE ALPHABET OF STUDENT ACHIEVEMENT' in white. The main content is enclosed in an orange-bordered box. It instructs participants to write an acrostic poem using the words 'student achievement.' and provides an example with the first letters of each line spelling out 'STEADY'. Below the box, the activity is titled 'ACTIVITY: Achievement Acrostic' and attributed to 'The MASTER Teacher'.

Write an acrostic poem using the words "student achievement."

Example:

- T rust people.
- E mbrace knowledge.
- A dmire wisdom.
- C are for the future.
- H elp children grow.

ACTIVITY: Achievement Acrostic

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Activity: Achievement Acrostic

Allow 15 minutes for this activity.

Objective: To make participants aware of their co-educator's similarities and differences in teaching philosophy, values, goals, and priorities.

Materials: Poster paper, a newspaper or magazine (optional), coloring materials, sticky tape.

Instructions: Ask the participants to divide themselves into groups of 3-6 people, depending on the total number of participants.

Explain to the participants that an acrostic is a poem in which the first letter of each line forms a word or group of words that in itself is another meaning. It is often used as the title of the poem as well.

For the next 10 minutes, their task is to write an acrostic with the first letter of each line spelling out the words "student achievement." Each group should also write a short paragraph explaining the significance of their poem, including why they chose the words they did and how it relates to achievement. Encourage participants to use what they learned about The Alphabet of Student Achievement.

Debrief: The last 5 minutes of this activity should be devoted to having a few groups read aloud their acrostics. Ask them to discuss what they wrote in their paragraphs. Take note of recurring themes or words, particularly teaching values (such as presented in the previous section, The Alphabet of Student Achievement). Point these out to the participants, and ask them for the significance these common trends in teaching values and philosophy and how they could be enforced or maintained.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. List five letters/strategies from The Alphabet of Student Achievement that you think will benefit your students greatly at the present moment. Why did you prioritize these particular strategies over the others? What circumstances could have contributed to your choice?

2. Are there any challenges regarding the motivation of your students that the workshop did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

3. Reflect on the benefits of giving out homework and applying the motivational strategies for conducting assessments that were taught in the workshop. Do you see yourself managing homework and exams in this manner? Why or why not?
