



Motivating Students 3: Leading the Way to Achievement

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...

- Understand the importance of motivating students and building student achievement.
- Identify different strategies for building achievement in class instruction.
- Apply practical teaching techniques that help motivate students to learn in the classroom.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **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
 - 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. Maximizing Performance
2. Increasing Academic Achievement
3. Surveying Student Abilities
4. Creating a Culture Conducive to Learning

Subtopics:

1. Maximizing Performance

- a. Review and Ask
- b. Techniques to Apply
- c. Motivational Words
- d. Encouraging Independence

2. Increasing Academic Achievement

- a. Act with Students
- b. Techniques to Apply
- c. Give Encouragement
- d. Make Changes

3. Surveying Student Abilities

- a. Evaluate Students' Abilities
- b. Techniques to Apply
- c. Dealing with Students
- d. Changes to Allow
- e. See Students As If for the First Time

4. Creating a Culture Conducive to Learning

- a. Actions to Take
- b. The Right Attitude
- c. Address Issues to Build Trust
- d. Motivate with Persuasion



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 – Maximizing Performance		
	3-8	35
Discussion Point – Effective Techniques for Motivating Students		
	3	(10)
Topic 2 – Increasing Academic Achievement		
	9-16	50
Discussion Point – Respond to Quote		
	10	(5)
Discussion Point – The Effects of Leadership Mistakes		
	14	(10)
Activity – Role Playing		
	15	(20)
Break		
Topic 3 – Surveying Student Abilities		
	17-23	45
Discussion Point – Pitfalls of Incorrect Assumptions		
	18	(10)
Activity – Quick Write		
	23	(10)
Topic 4 – Creating a Culture Conducive to Learning		
	24-29	35
Activity – Group Thinking		
	29	(15-20)
Closing Thoughts		
	30	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 5

PDXPERT MAXIMIZING PERFORMANCE

Techniques to Apply

- **So What? Test.**
- **Assumptive Technique.**
- **Minor Point Method.**

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There are different techniques, tests, and methods that could be applied to maximize student performance.

So What? Test. *What is exciting and motivating to the educator is not necessarily exciting and motivating to the students. When you're planning what you're going to say to students, stop and apply this simple test before you say a word.*

Pretend to be your student and apply this test by asking these questions:

"So what difference will this make?"

"Why do I need to do this?"

If you can't convince yourself with your answers, you may not convince students. Make additions or develop another appeal to motivate students effectively.

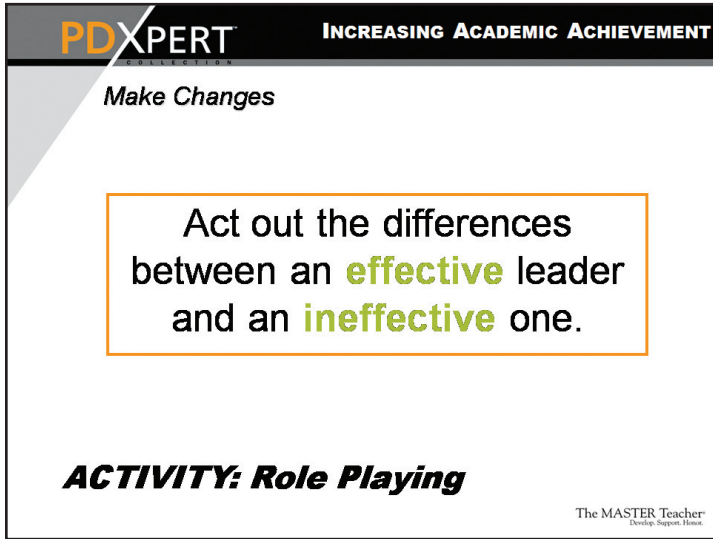
Assumptive Technique. *Communicate the assumption that all students will want to learn the lesson through attitude and actions.*

Use enthusiasm and a positive approach. Begin enthusiastically with statements like, "I know you will enjoy this," or "I know you will want to spend a lot of time on this," and act like it is just a matter of how quickly and how much students will be able to absorb.

Minor Point Method. *Begin a test or study assignment by offering students a choice on a minor point after the important explanations have been given.*

Offer students a choice on a minor point. Ask questions such as "Do you want to use pen or pencil on this assignment?" or "Which will you need—20 or 30 minutes for this assignment?" You can even give students their individual choice on the minor point so all are satisfied.

Slide 15



Activity: Role Playing

Allow 20 minutes for this activity.

Instructions:

Divide participants into six groups. Assign each group one of the “leadership mistakes” listed on the previous slide.

Have each group prepare and act out a short skit demonstrating how the leadership mistake can be demotivating to students. The skits should also demonstrate how the situation could be better handled by a more effective leader.

Give groups 10 minutes to plan their skit. Allow 1-2 minutes for each group to present.



“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 the strategies for building achievement that you have used in the classroom. Are these strategies effective? Why or why not?

2. In what situations do you choose to use motivational words to maximize student performance?

3. Consider situations outside of the classroom where you could apply the strategies for building achievement that you have learned. How are these situations similar to and different from situations in the classroom?
