

MOTIVATION, ENGAGEMENT, AND STUDENT VOICE: PROFESSIONAL DEVELOPMENT SERIES

MOTIVATION MODULE

UPDATED JUNE 2015

INTRODUCTION

This professional development module was created as part of a partnership between [Students at the Center](#), a [Jobs for the Future](#) initiative, and the [Connecticut Association of Public School Superintendents](#). Six Connecticut high school teachers worked closely with researcher and lead author of "Prioritizing Motivation and Engagement" in [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#), Dr. Eric Toshalis, and Jobs for the Future staff to engage in a learner-centered development process resulting in a PD curriculum designed to be delivered in a learner-centered manner. The completed PD series consists of four modules of 3-4 lesson hours each, totaling around two full days of PD.

The full professional development series includes:

> **Motivation Module**

In this module, participants will explore how teacher behaviors can affect student motivation. The module includes an exploration of the malleability of student motivation, explores teacher best practices for motivating students, and compares reward/punishment or praise motivation to intrinsic motivation.

> **Engagement Module**

In this module, participants will explore definitions and personal experiences with student engagement, review and apply research-supported strategies to increase engagement, learn to identify and evaluate engagement, and make adjustments to lesson plans and classroom practice to increase student engagement.

> **Self-regulation Module**

In this module, participants will learn to identify and support students who struggle with self-regulation. Participants will leave these sessions with a teacher-generated document to bring back to the classroom and use with their students in support of self-regulation.

> **Student Voice Module**

In this module, participants will assess how much student voice is cultivated in their school or district, identify ways to support and encourage student voice within the class and school, and define potential barriers to student voice.



MOTIVATING WITHOUT PRAISING

LESSON 3

By Dave Tristine and Ken Parcella, with Tobie Baker-Wright and Eric Toshalis

UPDATED JUNE 2015

LEARNING OUTCOMES

At the end of this unit, participants will be able to:

- > Understand the importance of motivating students without praising.
- > Use new ways to praise students beyond saying, “Good job”.

ESSENTIAL QUESTIONS

- > What are the most effective forms of praise in the classroom?

MATERIALS

- > Projector and facilitator [slides](#)
- > Introduction Activity PowerPoint or handout (created by facilitator as needed)
- > “[Five Reasons to Stop Saying, ‘Good Job’](#)” article by Alfie Kohn
- > [Motivating Without Praising](#)
- > Copies of [4A’s protocol](#)
- > Colored Post-Its or sticker dots
- > Optional: [Interview with Kohn about use of praise in the classroom](#)

TOTAL TIME

- > 70 Minutes



ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
15 minutes	<p>Before starting, reflect on how participants will be grouped. Use a strategy suggested in lesson 3 or any cooperative grouping formation strategy that fits the audience.</p> <p><i>Say: Welcome. Today we are going to dig even deeper into the topic of praise. This is an area where there may be disagreement, where research may push against our pre-conceived notions, and feel counter intuitive. That's okay! Let's have a growth mindset and explore some new ideas. Like last time, reading is easy, so we will also try on some of these ideas in the safety of this workshop.</i></p> <p>Write the following questions on the board, use a handout, or project them using PowerPoint.</p> <ul style="list-style-type: none">> To what extent does praise motivate kids to do their best? In what situations? What's your evidence?> If you think praise tends to be motivating, why do you think that?> What kinds of praise do you think are most motivating?> What kinds of praise do you think tend to be ineffective or cultivate a lack of motivation over time? <p>Give participants 2-3 minutes to write down responses.</p> <p>Next, have groups appoint a facilitator/speaker to lead discussion about the questions.</p> <p>Ask someone in the group to be prepared to summarize the main points, areas of agreement, or areas of disagreement.</p> <p>Allow for 10 minutes of group discussion.</p> <p>Write "What We Think About Praise" on the board/poster/screen, draw a line under it, and quickly poll the groups. Get 2-3 items from each table, write them down, and save them for later analysis.</p>



Students at the Center author Eric Toshalis

discusses motivating reluctant learners.

DEEPENING KNOWLEDGE

Time	Facilitator Steps
5 minutes	Have participants silently read " Five Reasons to Stop Saying, 'Good Job' " by Alfie Kohn about praise in the classroom.
10 minutes	<p>Give participants the graphic organizer titled, 4A's Protocol, and ask them to fill it out as they read to help guide post-reading discussion.</p> <p>After allocating time for reading, have participants work in small groups to discuss their thoughts.</p> <p>Say: <i>As you discuss in your small groups, your objective is to come up with two, and only two, items per "A" that everyone in the group believes merit larger discussion with your colleagues in the room.</i></p> <p>Give each group chart paper to record their two items/square on. Allow time for discussion and chart completion.</p> <p>Gallery Walk</p> <p>Next, collect and post chart papers evenly spaced around the room.</p>
5 minutes	
10 minutes	<p>Then distribute three different colors of small post-its or sticker dots to participants.</p> <p>Say: <i>Now circulate quietly and read the other groups' thoughts, sharing your own thoughts with the color-coded post-its.</i></p> <ul style="list-style-type: none"> > <i>Mark statements that you agree with with one color sticky.</i> > <i>Mark statements that you question with with a second color sticky.</i> > <i>Mark statements that you disagree with with a third color sticky.</i> <p>Participants then walk freely about the room, reading and responding to their colleagues' items.</p> <p>After time is up, ask everyone to return to their seats. Walk around and describe which items have received the most attention, and discuss.</p>



For an alternative to reading the article,

"Five Reasons to Stop Saying Good Job," use [this interview with Kohn](#) about the use of praise in the classroom.

Where possible, reinforce these big takeaways.

1. Never praise intelligence or any other intrinsic quality of the learner.

2. Highlight and reinforce the development of competence through effort.

3. If you give praise, make sure it's specific (based on a skill or talent a student is developing), sincere, and spare.

4. If you must praise (for what purpose and to what end?), focus on learners' efforts and the strategies they use to persist despite challenges.

PROCESS & SYNTHESIS

Time	Facilitator Steps
20-25 minutes	<p>Activity 2: Motivating Without Praising</p> <p>Four scenarios are presented on the worksheet, so divide participants accordingly. If there is a large group, create multiple groups with the same scenario.</p> <p>Each group reads their scenario, develops a response, and then acts out the scenario to the wider group, with students and teacher responding in interaction.</p> <p>Have all groups present.</p> <p>Follow up presentations with a discussion by asking</p> <ul style="list-style-type: none">> How did trying on the research feel?> Do you think these approaches would work in the classroom? <p>Closure</p> <p>Say: <i>Think of a recent scenario or a common situation in your classes that would warrant praise. Using what we discussed in the last hour, think of a way you could transform your language to praise a student or students in a different way.</i></p> <p>Give participants a minute to individually digest this question silently. Then ask them to try this in their classroom, paying attention to student reaction to this different type of support.</p>



You may decide to model one example,

time permitting



MOTIVATION, LESSON 3

INTRODUCTION ACTIVITY: MOTIVATING WITHOUT PRAISING

1. To what extent does praise motivate kids to do their best? In what situations? What's your evidence?

2. If you think praise tends to be motivating, why do you think that?

3. What kinds of praise do you think are most motivating?

4. What kinds of praise do you think tend to be ineffective or may actually be de-motivating?





4 A'S PROTOCOL

<p>What are the absolute salient points of the article?</p>	<p>What do you agree with in the text?</p>
<p>Are there any sticking points to argue?</p>	<p>What would be actions that you would recommend in the educational setting as a result of this reading?</p>



MOTIVATING WITHOUT PRAISING

DIRECTIONS

Below are four scenarios, each of which is assigned to one of four groups. Please read the scenario aloud and then discuss how to respond as a group. When you have come up with a response everyone in your group accepts, choose one person who will explain the scenario to the rest of the groups and then model the response?

1. You've just put your students into heterogeneous groups of four or five to complete an engaging activity in which they collaboratively apply some new concepts they have just learned. After students retrieve their materials and sit at their tables, you notice that some of groups are beginning the task before others. You want to highlight that fact aloud to motivate the slow-starters and encourage those who have already begun. What should you say and how should you say it?
2. You have a student who has struggled recently to understand the material and meet basic expectations of performance. In class, she has often been reticent to share her work with others seemingly because she is afraid of appearing incompetent or dumb. Instead, she has met with you individually to review, revise, and improve. Today, however, she brings in an assignment that demonstrates not just proficiency but novelty, nuance, and insight. You are very proud of her! What should you say to encourage her continued learning and development? How should you say it?
3. Two students of yours are discouraged by their recent grades. They tell you that in previous years your content area has always come easy to them and they don't understand why this year is so much more challenging. They both say to you that they guess they're probably just not that good at this subject. In reviewing their homework, you notice multiple mistakes that suggest a level of confusion about the concept and procedures of the work, but you also see evidence of some improvement. What should you say to these students about their work? How should you encourage them?
4. A group of students has worked many hours after school this week to prepare for Friday night's community event. Before that, they had met multiple times to plan, budget, and delegate responsibilities and even though there were hiccups and drama along the way, the final outcome is terrific. As you enter the space a few hours before the event, the students are busy putting the final touches on their displays and decorations. You call them over for one last conference before it's "go time." You are proud and you want them to feel proud too. You also want them to appreciate what they have accomplished and how they got there. What should you say to them? How should you say it?

Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and a career. The companion volume [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#) (2013) is now available from Harvard Education Press. This Jobs for the Future project is supported generously by funds from the Nellie Mae Education Foundation.



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