702
Motivating and Teaching the Adolescent Student—Strategies that Work
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Agenda

Today we will:

• identify examples of intrinsic and extrinsic motivation.
• identify which type of motivation has the biggest impact on student achievement.
• generate classroom strategies that will enhance motivation and student learning.

Who are you?
Learning Theories

• Behavioral Learning Theory
• Cognitive or Attribution Theory

Behavioral Theory

• Motivation is linked to extrinsic rewards or incentives.
• Incentives are short-term motivators for a particular situation, time, and person.
Cognitive or Attribution Theory

Internal locus of control:
• Control own actions and the outcomes

External locus of control:
• No matter what one does there is little or no control over the outcome.

Intrinsic vs. Extrinsic Motivation

<table>
<thead>
<tr>
<th>Intrinsic</th>
<th>Extrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long term</td>
<td>Short term</td>
</tr>
<tr>
<td>Decreases in middle school</td>
<td>Increases in middle school</td>
</tr>
<tr>
<td>Linked to positive feelings of competence</td>
<td>Linked to negative feelings of competence</td>
</tr>
<tr>
<td>Linked to student achievement</td>
<td>Linked to rewards, incentives, etc.</td>
</tr>
<tr>
<td>Internal locus of control</td>
<td>External locus of control</td>
</tr>
</tbody>
</table>
Intrinsic vs. Extrinsic Motivation

Connection between motivation and perceptions of competence:

- Students who feel positive about their competence in a subject area will ascribe their motivation to internal sources.
- Students who hold negative perceptions of their competence will invariably report they are extrinsically motivated.

Boost students’ feelings of competence → Increase intrinsic motivation

Setting Goals

Classroom goal setting will increase intrinsic motivation and student achievement.

- Self-regulatory learning (how to monitor and regulate their own behavior)
- Meaningful and motivating (set by student or teacher?)
- Learning versus performance
Learning vs. Performance Goals

Performance Goals:
• More competitive
• Evaluative
• Working toward extrinsic reward
• Students who see ability as fixed in nature focus on outcome and extrinsic motivators.

Learning Goals:
• Intrinsic in nature
• Goal is to build competency
• Appeal to students who view their ability as changeable—with more effort and time invested

Setting Goals

When students set individual and team goals, they are using self-regulatory behavior to strengthen their intrinsic motivation and feelings of competence and to take ownership of their own achievement and that of their teammates.
Self-Regulation and Learning

Environment:
• supportive and encouraging of self-regulated behavior

Instruction and materials:
• meaningful and real-life, build on prior knowledge, use all learning modalities

Feedback and praise:
• specific, timely, meaningful, and focused on effort

Teacher Expectations

Every time a teacher gives feedback to a student, the teacher transfers his or her expectations for success.
• high vs. low
• implicit vs. explicit
• verbal vs. silent
• starting fresh each day

Research shows that teacher feedback varies depending on whether the teacher has high or low expectations for the students.
Path of Motivation

Cooperative-learning structures and standards reinforce self-regulatory behavior, leading to increased motivation and achievement.

Student Achievement

<table>
<thead>
<tr>
<th>Teacher Expectations</th>
<th>Incentives</th>
<th>Classroom Environment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dos</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Don’ts</strong></td>
<td></td>
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</tbody>
</table>

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1. Discuss the factors that impact motivation, both positively and negatively, with your team.

<table>
<thead>
<tr>
<th>Motivation Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. With your team, create a definition of motivation using a mathematical formula.

3. Write the mathematical formula on the sentence strip. Post the formula on the wall. Be prepared to share your formula with the rest of the group and explain the reasoning behind it.
Activity

Who are you?

Choose the geometric shape that best describes you.
### Learning Theories

<table>
<thead>
<tr>
<th>Behavioral Learning Theory</th>
<th>Attribution Learning Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Major theorist is B. F. Skinner.</td>
<td>• Major theorist is J. B. Rotter.</td>
</tr>
<tr>
<td>• Motivation is linked to rewards and incentives.</td>
<td>• Motivation is cognitive in nature.</td>
</tr>
<tr>
<td>• Students are motivated to learn when they receive rewards such as praise, good grades, stickers, etc. (extrinsic rewards).</td>
<td>• The source of motivation is intrinsic.</td>
</tr>
<tr>
<td>• When a behavior (achievement) is reinforced by extrinsic means, eventually the behavior (achievement) will become internalized, and the motivation to complete this behavior will become intrinsic in nature.</td>
<td>• “Attribution theories of motivation describe how the individual’s explanations, justifications, and excuses influence motivation.”</td>
</tr>
<tr>
<td>• One of the problems associated with this theory is that we cannot be sure which reward will work for each person and situation.</td>
<td>• Reasons or explanations for success or failure can be internal or external.</td>
</tr>
<tr>
<td>• The amount of reinforcement needed to change behavior differs from person to person.</td>
<td>• Where the cause is located (internally or externally) is referred to as the locus.</td>
</tr>
<tr>
<td></td>
<td>• J. B. Rotter speaks about internal versus external “loci of control.”</td>
</tr>
<tr>
<td></td>
<td>– An internal locus of control: control own actions and their outcomes.</td>
</tr>
<tr>
<td></td>
<td>– An external locus of control: no matter what one does they have little or no control over the outcomes.</td>
</tr>
</tbody>
</table>
**Activity**

**Define Success**

Discuss with your teammates which incentives you have used, in which situations, and if they were successful or not. In general, have you found incentives to be successful?

<table>
<thead>
<tr>
<th>Types of Incentives</th>
<th>Situation When Incentive Was/Is Used</th>
<th>Successful ✓</th>
<th>Unsuccessful ✓</th>
</tr>
</thead>
</table>
**Activity**

**Attribution Theory**

With your team, share an example of an incident where you attributed your success or failure to a cause within your control. What was the cause?

Give an example of an incident where you attributed your success or failure to a cause out of your control. What was the cause?

If you had to repeat the incident, in which scenario would your motivation continue to be the strongest?
# Learning Guide

**The Reading Edge Levels 2 and 3**

- **Goals:**
  - Read (Circle one) • Accurately • With expression • At the proper rate
  - Learn a new skill or strategy. (Specify)

- **Activities:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Team Talk Question</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Classwork:</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Read and Spell List 1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Read List 2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>Bonus Points:</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>Cycle Test</td>
<td>2</td>
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</tbody>
</table>

- **Homework:**
  - (2 points each day, Days 2–6) Points can be given for reading the homework passage accurately, with expression, and at the proper rate (at least 90 words per minute in Level 2, at least 100 words per minute in Level 3). Homework also includes a vocabulary activity that is checked by the partner each day. Choose how to award points based on your students’ needs and your instruction goals.

- **Team Talk Question:**
  - (2 points each day, Days 1–5). The students are given points for a written answer that they turn in each day: 1 point is awarded for a correct answer and 1 point for expressing it as a complete and correctly worded sentence.

- **Classwork:**
  - (4 points each day, Days 1–5) Points can be awarded for a variety of activities in each lesson. They can be awarded during Partner Reading for

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### Reading Edge Team Score Sheet -  

**Title:**  

**Teacher and Class:**  

**Reading Instructional Goal:**  

**Writing Instructional Goal:**  

**Strategy:**  

**Substrategy:**  

<table>
<thead>
<tr>
<th>Individual initials when completed</th>
<th>Team Talk Written Response Day 1</th>
<th>Team Talk Written Response Day 2</th>
<th>Team Talk Written Response Day 3</th>
<th>Team Talk Written Response Day 4</th>
<th>Cycle Test</th>
<th>Writing Project</th>
<th>Homework Day 1</th>
<th>Homework Day 2</th>
<th>Homework Day 3</th>
<th>Homework Day 4</th>
<th>Book Club (Bonus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Previous Lesson Cycle Team Scores</strong></td>
<td><strong>This Lesson Cycle Team Scores</strong></td>
<td><strong>Classroom Measures</strong></td>
<td><strong>Day 1</strong></td>
<td><strong>Day 2</strong></td>
<td><strong>Day 3</strong></td>
<td><strong>Day 4</strong></td>
<td><strong>Day 5</strong></td>
<td><strong>Strategy Use</strong></td>
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</tr>
<tr>
<td><strong>Strategy Use</strong></td>
<td><strong>Team Talk Discussion</strong></td>
<td><strong>Team Cooperation Points</strong></td>
<td><strong>Total Average</strong></td>
<td><strong>Strategy Use</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
<td><strong>Fluency Rubric</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Team Talk Discussion</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Writing Project</strong></td>
<td><strong>Team Goal Met</strong></td>
<td><strong>Team Cooperation Points</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
<td><strong>Fluency Rubric</strong></td>
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<tr>
<td><strong>Fluency Rubric</strong></td>
<td><strong>Team Goal Points</strong></td>
<td><strong>Team Cooperation</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
<td><strong>Fluency Rubric</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
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</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Team Cooperation Total Average</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
<td><strong>Fluency Rubric</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
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<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
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</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
<td><strong>Fluency Rubric</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
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</tr>
<tr>
<td><strong>Write &amp; Reflect</strong></td>
<td><strong>Strategy Use</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
<td><strong>Fluency Rubric</strong></td>
<td><strong>Team Talk Written Response/Graphic Organizer</strong></td>
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<td></td>
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</tbody>
</table>

**Team Cooperation Goal:**  

**Team Goal Behavior:**  

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**Team Cooperation Points Scale**  

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Teamwork

Partner Reading

### Informational Text

1. Take turns reading aloud a page or paragraph of text.
2. With your partner, clarify confusing words and passages. What you cannot clarify, mark with a sticky note to discuss with your team.
3. After each page or paragraph, identify the main ideas with your partner. Write these on your graphic organizers (Idea Trees).
4. Review the page and discuss the supporting details. Add these to your graphic organizers.
5. Choose a section (several paragraphs) of the day’s reading that you think was exciting or that makes a great mind movie. Practice rereading it and have your partner check your fluency. (See Fluency Checklist.)

### Narrative Text

1. Take turns reading aloud the assigned pages.
2. With your partner, clarify confusing words and passages. What you cannot clarify, mark with a sticky note to discuss with your team.
3. When the reading partner has finished a page, the listening partner retells the main events of that page.
4. During silent reading, continue to silently restate the main events from each page.
5. When you are both finished reading, record the main events and important elements on your graphic organizers (Story Maps).
6. Choose a section (several paragraphs) of the day’s reading that you think was exciting or that makes a great mind movie. Practice rereading it and have your partner check your fluency. (See Fluency Checklist.)

### Fluency Checklist

**Your partner’s reading is correct, smooth, and expressive.**

- Your partner pronounces most of the words correctly (no more than four errors).
- Your partner’s reading is smooth and includes pauses for periods and commas.
- Your partner’s reading is expressive. It shows emotion and changes with punctuation such as question marks, exclamation points, and dialogue.
Student Reference Sheet

Team Talk Discussion Guidelines

Read a Question
1. Each person reads the question silently. Select the key words in the question.
2. Taking turns, each team member reads a question aloud. Be sure everyone practices active listening.
3. Partners check to be sure they understand the question.

Answer the Question
1. Taking turns, one team member answers the question. (Be sure to restate part of the question in the answer.)
2. Explain why you think this answer is correct.
   - Find evidence in the text to support your answer.
   - Make sure you have answered all parts of the question.

Agree and Disagree
1. Taking turns, each team member states why he or she agrees with the answer given and adds supporting evidence from the text OR
2. States why he or she disagrees and adds supporting evidence from the text for a different answer.

Summarize
1. Summarize the answers that have been given.
2. Check to see that all team members understand the answers discussed.

Go on to the next question.

Peer Feedback for Writing Project
1. Read your writing project to your teammates. Remember to read with expression.
2. Ask each of the questions below. Write your teammates’ suggestions in the margin of your writing project.
   - Did I include the elements listed in the scoring guide?
   - Is it easy to identify the topic? Is there anything that does not fit with this topic?
   - Do the details help you make a mind movie? What details make the picture clear? Do you have to guess other details? If so, what areas are unclear?
   - Is the writing organized so you can see how the pieces are connected? Are the ideas in a logical order?
3. Make a revision plan. On the back of your paper, list one or two of the most important changes you could make based on the feedback from your teammates.

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### Teamwork

#### Partner Reading

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Narrative Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Take turns reading aloud a page or paragraph of text.</td>
<td><strong>1.</strong> Read the assigned pages silently.</td>
</tr>
<tr>
<td><strong>2.</strong> With your partner, clarify confusing words and passages. What you cannot</td>
<td><strong>2.</strong> Pause after each page and silently restate the main events from that page.</td>
</tr>
<tr>
<td>clarify, mark with a sticky note to discuss with your team.</td>
<td><strong>3.</strong> With your partner, clarify confusing words and passages. What you cannot</td>
</tr>
<tr>
<td><strong>3.</strong> After each page or paragraph, identify the main ideas with your partner.</td>
<td>clarify, mark with a sticky note to discuss with your team.</td>
</tr>
<tr>
<td>Write these on your graphic organizers (Idea Trees).</td>
<td><strong>4.</strong> With your partner, record the main events and important elements on your</td>
</tr>
<tr>
<td><strong>4.</strong> Review the page and discuss the supporting details. Add these to your</td>
<td>graphic organizers (Story Maps).</td>
</tr>
<tr>
<td>graphic organizers.</td>
<td></td>
</tr>
</tbody>
</table>
Student Reference Sheet

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Read a Question
1. Each person reads the question silently. Select the key words in the question.
2. Taking turns, each team member reads a question aloud. Be sure everyone practices active listening.
3. Partners check to be sure they understand the question.

Answer the Question
1. Taking turns, one team member answers the question. (Be sure to restate part of the question in the answer.)
2. Explain why you think this answer is correct.
   ■ Find evidence in the text to support your answer.
   ■ Make sure you have answered all parts of the question.

Agree and Disagree
1. Taking turns, each team member states why he or she agrees with the answer given and adds supporting evidence from the text OR
2. States why he or she disagrees and adds supporting evidence from the text for a different answer.

Summarize
1. Summarize the answers that have been given.
2. Check to see that all team members understand the answers discussed.

Go on to the next question.

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   ■ Do the details help you make a mind movie? What details make the picture clear? Do you have to guess other details? If so, what areas are unclear?
   ■ Is the writing organized so you can see how the pieces are connected? Are the ideas in a logical order?
3. Make a revision plan. On the back of your paper, list one or two of the most important changes you could make based on the feedback from your teammates.
Scenario

Your school has just concluded a reading contest. Students were asked to read twenty-five books over a three-month period. You teach a Reading Edge Level 3 class composed of fifteen 7th and 8th graders. Ten of your students participated in the contest. Jamal, an 8th grader with a high rate of absenteeism, is very excited about his participation. He enters your classroom and shouts out to everyone that he read twelve books! He even mentions that five of them were more than fifty pages.

What feedback would you give Jamal? Remember, the whole class is listening!
Discuss the following questions with your team.

1. How does teacher feedback impact student motivation and learning?

2. List some ways teachers can promote positive expectations through their feedback.
Together with your partner, explain how each of these cooperative-learning structures or activities reinforce and support self-regulatory behaviors.

<table>
<thead>
<tr>
<th>Components</th>
<th>How does this component reinforce and support self-regulatory behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Goals</td>
<td></td>
</tr>
<tr>
<td>Partner Reading</td>
<td></td>
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<tr>
<td>Team Discussion</td>
<td></td>
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<tr>
<td>Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td>Heterogeneous Teams</td>
<td></td>
</tr>
</tbody>
</table>
Activity

Student Achievement

With your teammates, brainstorm a list of Dos and Don’ts to promote student motivation. Keep in mind the following categories: teacher expectations, incentives, classroom environment, and instruction.

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
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</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

What is one thing that you will do in your school in the next seven days to promote student motivation or self-regulatory behavior? In the next thirty days?