

STUDENT MOTIVATION AND ENGAGEMENT



ICEBREAKER

[HTTP://WWW.YOUTUBE.COM/WATCH?V=QOT0FBIBQUC](http://www.youtube.com/watch?v=QOT0FBIBQUC)

BLOCK PARTY PROTOCOL

STUDENT MOTIVATION VS. STUDENT ENGAGEMENT

- ▶ **What is their definitions?**
- ▶ **Is there a difference?**
- ▶ **Are your students motivated?**
- ▶ **Are your students engaged?**

GALLUP POLL

- ▶ **Districts were required to have their 8th graders take the survey during the month of October 2013.**
- ▶ **Will follow this cohort through their senior year.**
- ▶ **Some districts elected to survey other grade levels**
- ▶ **Gallup has done years of research, and distilled three key indicators of student success into a single metric.**

HOPE

- ▶ **The ideas and energy we have for the future**
- ▶ **Hope drives attendance, credits earned, and GPA of high school students. Hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores**

ENGAGEMENT

- ▶ **The involvement in and enthusiasm for school.**
- ▶ **Engagement distinguishes between high-performing and low-performing schools.**

WELLBEING

- ▶ **The involvement in and enthusiasm for school.**
- ▶ **Wellbeing tells us how our students are doing today and predicts their success in the future.**

GALLUP HUDDLE CARDS

GALLUP POLL

- ▶ **What are the biggest highlights on the Gallup Student Poll scorecard?**
- ▶ **What results on the Gallup Student Poll scorecard most concerns you?**
- ▶ **What is the one finding you want to share with the broader community?**

GALLERY WALK

- ▶ **Brainstorm ways you engage students (instructional strategies)**
- ▶ **Create a list**
- ▶ **Go around the room and review all lists and identify 3 new ideas you will incorporate next year**

GSP ACTION PLANNING

Using the **GSP Huddle Cards**, what are some activities you can take back to create hope, build engagement and boost wellbeing in your school?

**Can you have student
engagement if you don't
have strong
teacher/student
relationships?**

BUILDING RELATIONSHIPS

<https://www.teachingchannel.org/videos/building-teacher-student-relationships>

HOW DO YOU BUILD
RELATIONSHIPS WITH
STUDENTS?

RELATIONSHIP BUILDING IDEAS

- ▶ Interview your students at the beginning of school
- ▶ Ask more thoughtful questions
- ▶ Give assignments that allow students to share their experiences
- ▶ Encourage classroom discussions that let students be the center of attention
- ▶ Attend student extracurricular activities
- ▶ Engage students in service learning projects
- ▶ Visit a student in their community

Resources

Financial

Having the money to purchase goods and services.

Emotional

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

Mental

Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

Resources

Spiritual

Believing in divine purpose and guidance. Having hope or a future story.

Physical

Having physical health and mobility.

Support Systems

Having friends, family, and backup resources available to access in times of need. These are external resources.

Resources

Relationships/Role Models

Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.

Knowledge of Hidden Rules

Knowing the unspoken cues and habits of a group.

Formal Register

Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

Resource Analysis

Name	Financial resources	Emotional resources	Mental resources	Spiritual resources	Physical resources	Support systems	Relationships/role models	Knowledge of hidden rules	Formal register

**WHAT DO THE EXPERTS
HAVE TO SAY ABOUT THE
IMPORTANCE OF
RELATIONSHIPS?**

TRIAD PROTOCOL

BROCKTON HIGH MASS CASE STUDY

<http://www.youtube.com/watch?v=DFwhUBYqcDo>

Leading for Change:
It's About the Adults,
Not the Kids

WHO ARE BROCKTON HIGH STUDENTS?

- ▶ **59% Black:** Includes African American, Cape Verdean, Haitian, Jamaican, and others
- ▶ **24% Caucasian**
- ▶ **12% Hispanic**
- ▶ **2.5% Asian**
- ▶ **2% Multiracial**
- ▶ **.5% Native American**

WHO ARE BROCKTON HIGH STUDENTS?

- ▶ **Comprehensive 9-12**
- ▶ **Enrollment: 4,135**
- ▶ **Poverty Level: 75.7%**
- ▶ **Minority Population: 76%**
- ▶ **49 Different Languages**
- ▶ **39.3% speak another language in home**
- ▶ **Approximately 17% LEP Services**
 - ▶ (students learning English)
- ▶ **Approximately 11% receive Special Education Services**

THEIR PROBLEMS

- ▶ **Mass implemented a high stakes test (MCAS).**
- ▶ **Three-quarters of their students would not be earning a diploma.**
- ▶ **They had a culture of low expectations**
- ▶ **Living in silos. My kids, your kids, not OUR kids.**
- ▶ **Success by chance—depended on who your teacher was—
are you lucky enough?**

THEY WERE IN TROUBLE!

MCAS 1998

Failure

ELA---44%

(Sped ---78%)

MATH---75%

(Sped --- 98%)

MCAS 1998

Advanced +

Proficient

ELA---22%

MATH---7%

Students in Massachusetts must pass the MCAS to graduate from high school. No exceptions.

THEN

MCAS 1998
Advanced +
Proficient

ELA---22%

MATH---7%

NOW

MCAS 2012
Advanced +
Proficient

ELA---83.3%

Math---70.3%

WHAT THEY DID TO TURN IT AROUND?

1. **Empowered a Team**
2. **Focused on Literacy—LITERACY FOR ALL, no exceptions, all meant all.**
3. **Implemented with fidelity and according to plan.**
4. **Monitored like crazy!**

THE POWER OF ALL OF US:

*It's about the adults,
not the kids!*

**When ALL teachers started
teaching the literacy skills,
the students started
achieving more.**

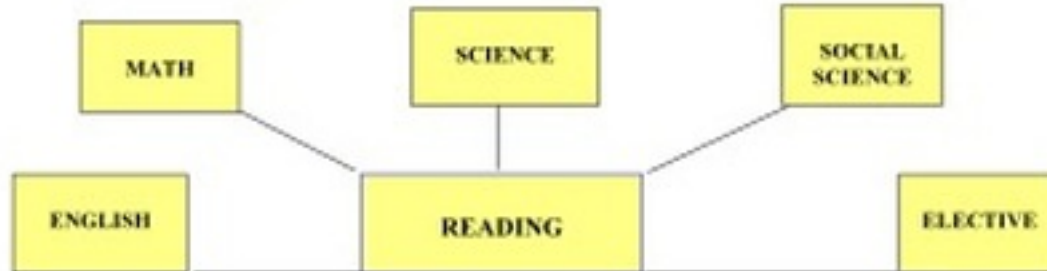
STEP I: EMPOWERING A LEADERSHIP TEAM

- ▶ **Every department represented---with a mix of teachers and administrators.**
- ▶ **Balance of new teachers and veterans, new voices, and voices of experience.**
- ▶ **They examined data, set the course, and trained the faculty.**
- ▶ **Got creative with funding.**

STEP 2: FOCUSED ON LITERACY FOR ALL

**The “WHAT”:
LITERACY for ALL:
Reading, Writing,
Speaking, Reasoning**

LITERACY SKILLS CHARTS



- for content (both literal and inferential)
- to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- to research a topic
- to gather information
- to comprehend an argument
- to determine the main idea of a passage
- to understand a concept and construct meaning
- to expand one's experiences

The PROCESS of involving everyone was critical to their success.

They did not have 100% buy-in, but they did have the faculty engaged in the process.

**KEY TO THE
IMPLEMENTATION**

**HOW they trained
teachers to teach
the Literacy skills
to the students.**

REMEMBER:

**It is about the adults,
not the kids!**

**They taught themselves to teach the
literacy skills to the students.**

**And they made sure they would ALL
do it THAT WAY!**

MIKE SCHMOKER

- ▶ Association for Supervision and Curriculum Development (ASCD)
- ▶ Quote from his book, *Results Now*

*It's about the teaching,
stupid. . .*

STEP 3: IMPLEMENT WITH FIDELITY AND A PLAN

**Faculty meetings became
Literacy Workshops.
Implementing “Open Response”**

**KEY = Adult Learning
Teachers teaching teachers**

**RON FERGUSON, FACULTY DIRECTOR
THE ACHIEVEMENT GAP INITIATIVE QUOTE**

“The main lesson is that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction.”

THEY FOCUSED, FOCUSED..

**They started with
writing!**

**Because writing is
thinking.**

THEN WHAT?

- ▶ **Faculty was trained in how to teach the literacy skill.**
- ▶ **Next step: How to bring it into the classroom.**
 - ▶ **Lessons were developed. “Open Response Lesson”**
 - ▶ **Implemented according to a calendar.**

STEP 4: MONITORED LIKE CRAZY!

What gets monitored is what gets done!

- ▶ **Monitoring the work of the students (rubrics and collection and review of the student work)**
- ▶ **Monitoring the implementation by the faculty (walkthroughs, evaluations, etc.)**

IT WAS NO PICNIC!

**It is about the adults,
not the kids!**

**And sometimes the adults
are much more difficult to
deal with than the kids!!!**

**Not all faculty members
were happy.**

**BUT, if they had waited for
100% buy-in,
they would still be waiting.**

BUY-IN???

What gets buy-in?

RESULTS!!!

CHANGES IN ELA RESULTS AFTER -YEAR ONE

GRADE 10 – ENGLISH LANGUAGE ARTS

Performance Level	1998	1999	2000	2001
ADVANCED	2	2	6	14
PROFICIENT	20	22	21	29
NEEDS IMPROVEMENT	34	35	32	34
FAILING	44	41	41	23

CHANGES IN MATH RESULTS AFTER YEAR ONE OF SCHOOL WIDE OPEN RESPONSE

GRADE 10- MATHEMATICS

Performance Level	1998	1999	2000	2001
ADVANCED	1	2	5	8
PROFICIENT	6	7	11	22
NEEDS IMPROVEMENT	17	16	21	36
FAILING	75	76	64	34

CHANGES IN ELA RESULTS AFTER YEAR ONE

Grade 10 – English Language Arts

Performance Level	1998	1999	2000	2001	Added a Literacy Workshop on Active Reading Strategies 2002
ADVANCED	2	2	6	14	22
PROFICIENT	20	22	21	29	14
NEEDS IMPROVEMENT	34	35	32	34	25
FAILING	44	41	41	23	13

IT IS ABOUT THE ADULTS!

**Most faculty was not totally
against the plan, but they were
not totally on board either.**

***The did it because
they had to.***

**The important thing is
they did it.**

BROCKTON'S 4 STEPS

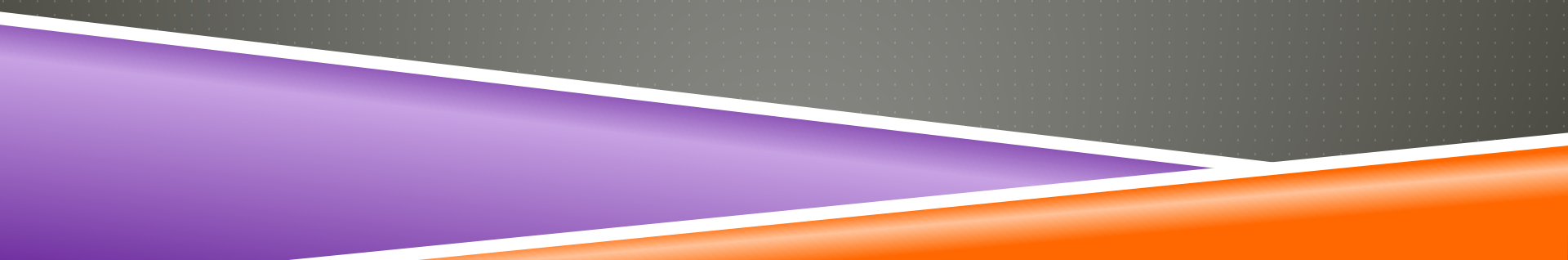
1. Empower a leadership team.
2. Focus, focus, focus on literacy - Literacy for ALL--- NO exceptions.
3. Implement with fidelity and according to plan.
4. Monitor, monitor, monitor-make sure it gets done.

The Result = Change the Culture


WHAT BROCKTON DID...

- ▶ Focused on the adult culture.
- ▶ **FOCUSED!!!!**
- ▶ Put the data in teachers' hands.
- ▶ Trained the faculty in high impact instructional strategies.
- ▶ Insisted that we ALL do it “THIS” way.
- ▶ Teaching students Literacy skills.

LESSONS LEARNED

1. **Change happens in a school; it cannot be brought about by Central Office.**
 2. **It takes a team to implement change. Use the experts in your own school.**
 3. **Focus, focus, focus. Make literacy your target.**
 4. **You want to improve the school? It is all about the instruction!**
 5. **Implement with a plan; leave nothing to chance.**
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LESSONS LEARNED

6. What gets monitored is what gets done!
 7. There will always be resisters and naysayers. The key is how they are dealt with.
 8. Celebrate and publicize successes, even small ones.
 9. Leadership matters---**A LOT!**
 10. No excuses: life is not fair. Use the challenges to your advantage. Changing expectations is *free!*
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REFLECTION



SEE YOU TOMORROW!

