

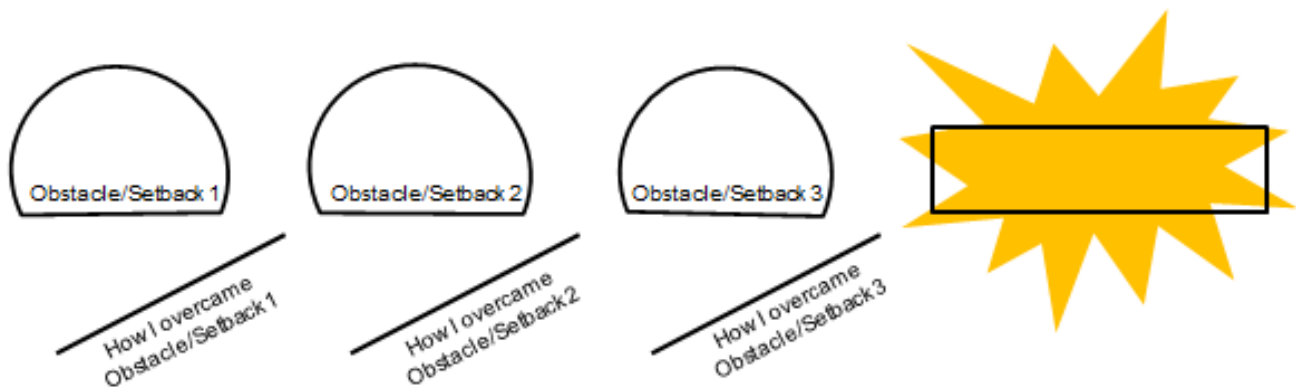
Framing Exercise: Reaching a Personal Achievement

Call to mind a personal example of something you were motivated to succeed at and that you ultimately achieved.

Record your achievement in the box on the far right of diagram below.

Next, fill 'bumps' with 1-3 obstacles/setbacks you encountered along the way to your achievement

Finally, briefly describe how you got past each obstacles on blanks after each 'bump'



Why focus on improving motivation? A research-based rationale

SELECT KEY POINTS

- High school grades (an indicator of students' motivation through their schooling experience) correlate positively with future success measures, especially one's ultimate college GPA.
- Academic motivation deteriorates strikingly during adolescence
- Actually creating environments that seek to soundly develop students' motivation is quite rare
- Cognitive-vs-Noncognitive is a false dichotomy. REACH seeks to help educators with what Dweck/Walton/Cohen promote in their 'Academic Tenacity': students who think of themselves and school in certain ways—and who regulate themselves effectively—in order to promote successful learning.

Notes, Reflections, Items to Share with my Staff

Questions

REACH: Addressing motivation's complexity

SELECT KEY POINTS

- *Humans'—especially adolescent humans'—motivation is a very complex matter*
- *The REACH Framework uses a categorical organization to understand and approach the complexity of humans' motivation. Its categories are...*
 - *RELATIONSHIPS – Understanding how relationships with adults & peers impact young people's development*
 - *EFFORT – Planning instructional and messaging strategies that can motivate students to give their best effort—through setbacks, especially—and continue developing positively*
 - *ASPIRATIONS – Accounting for how young people's motivation is influenced by how they see themselves in the future; includes awareness of how present choices relate to possible selves*
 - *COGNITION – How students think about their own thinking to manage learning and to practice self-control*
 - *HEART – The influence on motivation (and interpersonal relationships) of students knowing—and being known for—the things they love to do and their most important values*
- *REACH Framework drives system of resources and research insights to be applied in practical settings. A balanced 'research-to-practice' approach, not just a scripted program or curriculum.*

Notes, Reflections, Items to Share with my Staff

Questions

NOTE: If you'd like a question answered in the interactive Q&A Break, enter into chat window at any time!

REACH: What it is, How you can learn more

SELECT KEY POINTS

- *REACH is a research-to-practice school improvement strategy, consisting of an interlocking system of resources. REACH seeks to build practitioner capacity first, aided by tangible practical tools.*
- *REACH's system of resources includes...*
 - ✓ *Strategies Guidebook – Digest versions of research, with references, and classroom-ready resources (Anchor Activities, REACH Techniques)*
 - ✓ *REACH Student Survey – Measurement instrument aligned to REACH research base, informs teachers about students' growth and strength areas according to REACH criteria and language*
 - ✓ *Professional Development workshops – Learning sessions designed to build capacity of staff in effectively using, designing, and consistently implementing REACH-informed interventions*
 - ✓ *Implementation Support – Learning sessions and/or direct-to-school support to aid schools in effective implementation of REACH system components*
- *REACH workshops are available for individuals & teams to learn more about REACH Framework's research base and resources ('Strengthening Student Motivation', 21-23 June in Minneapolis) and/or implementing REACH into their school-improvement plan ('School-wide Student Motivation Institute', 2-4 August in Minneapolis).*

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CONTENT REFLECT & DISCUSS: Triangle-Circle-Square

Use the graphic below to organize some thoughts about the research/content portion. Regarding ideas of 'Why focus on student motivation', 'Addressing motivation's complexity', and 'The REACH Framework and system of resources', note the following:

1. In each triangle point, record an item to remember.
2. In the center square, note an idea that 'squares with' or resonates with you in some way.
3. In the circle, note an idea that is still 'circling', or hasn't landed/resolved.

