

## Why focus on improving motivation? A research-based rationale

### SELECT KEY POINTS

- *Strong motivation is a character strength that can benefit young people beyond their schooling*
- *Academic motivation deteriorates strikingly during adolescence*
- *Actually creating environments that seek to soundly develop students' motivation is quite rare*

### 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!*

## The REACH Framework: Overview of research base, resources

### 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.*

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## **Implementation: *Crucial considerations, recommendations, & opportunities***

### **SELECT KEY POINTS**

- **Vital Considerations**
  - **Cellular: Examine school's DNA (Desire-Need-Appetite)**
  - **Systemic: Examine school's current 'blood thickness'**
- **Recommended that improving student motivation be declared a strategic school-improvement goal to clear space for planning, resources, professional learning**
- **Logistic Considerations:**
  - **PD for staff: Initial, Continual, who to receive, scheduling**
  - **Monitoring for Improvement: Format to be used, personnel responsible, scheduling**
  - **'Brass Tacks': Overarching calendar, communication/rollout plan, team or 'nucleus'**
- **REACH initiative elements**
  - **REACH survey administration, pre and post**
  - **In-class operations (Anchor Activities—to be scheduled, Related Practices—'everyday' habits)**
  - **Staff professional development**
  - **Continual leadership & monitoring**
- **To aid with messaging to wider staff and to better define roles & responsibilities of all initiative participants, consider building an at-a-glance calendar of all initiative elements**
- **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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### **Questions**

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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', 'REACH Framework overview', and 'School-wide Implementation', 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.

