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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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).

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.**