

# Designing Motivation for All Learners®

**D**esigning Motivation for All Learners provides a framework for creating motivating learning opportunities and engaging environments for all learners. Participants discover the complex nature of motivation and how different learners are influenced by diverse environments, experiences, and communication. They also learn how to create learning success by supporting and encouraging diverse types of learners. Educators discover how they can address different needs in their own classrooms.

To the right are the key areas of focus for the 45-hour course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## **In this course, participants will**

- ▶ Examine structures of leadership that promote both learner and teacher efficacy.
- ▶ Understand the importance of getting to know learners quickly to promote motivation in a safe learning environment.
- ▶ Establish student learning profiles based on multiple intelligence theory and temperament styles.
- ▶ Teach students to set and reach learning goals.
- ▶ Encourage purposeful and worthwhile work.
- ▶ Facilitate student achievement by promoting a highly-motivating and supportive classroom environment.
- ▶ Design learning opportunities that build self-efficacy and purposefulness for all learners.
- ▶ Discover how verbal encouragement and effective communication skills build motivation.

# Designing Motivation for All Learners®

## Course Description

*Designing Motivation for All Learners* is a Performance Learning Systems® course that provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors (such as a safe classroom environment and engaging learning activities) and internal, student-dependent factors (such as the student's perception of self and individual-temperament style preferences). By studying and practicing instructional strategies and communication skills designed to support and enhance student motivation, teachers can positively impact their students' achievement potential using tools that help them develop into confident, self-directed, engaged learners.

## Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Apply educational research to the concepts of this course.
2. Evaluate the elements of a motivational learning environment as it relates to the classroom, the teacher, and the learners.
3. Explain the teacher's role in supporting and developing motivated students.
4. Identify and apply the SPECS model as a tool for designing a motivational learning experience (safe learning environment; purposeful, worthwhile work; encouragement managed respectfully and effectively; control over achieving goals; success).
5. Evaluate the nature vs. nurture debate and its impact on his/her perception of student ability, motivation, and self-efficacy.
6. Identify the attributes of self-efficacy (effort, ability, task difficulty, luck) and apply strategies that develop and support self-efficacy in students.
7. Identify the GAME plan model for assessing students' needs and learning profiles, and evaluate ways to apply the information to meet learners' needs.
8. Identify the characteristics of Mastery-Oriented, Self-Limiting: Failure-Avoiding, and Self-Limiting: Failure-Accepting learning behaviors, and analyze how these behaviors affect self-efficacy and motivation.
9. Evaluate the four stages of affective climate in motivation (fear, attention, comfort, boredom), and implement instructional strategies that provide an appropriate degree of challenge or support to maintain the ideal state of flow.
10. Identify the characteristics of the temperament styles and multiple intelligences and recognize these characteristics in self and students.
11. Evaluate and implement the concepts of content, process, and product differentiation in lesson-plan design.
12. Identify and implement specific motivating classroom strategies to develop and support student motivation and learning.
13. Survey and analyze the connections of the SPECS model to his/her classroom and beliefs about motivation.
14. Explain how to use and personalize strategies for encouragement (Approval Statements, Encouragement Responses, Feedforward Statements, Positive

- Affirmations) to support struggling students and create an encouraging environment.
15. Identify and analyze the elements of the four levels of motivational leadership, and make connections to the teacher's own strengths and areas for improvement.
  16. Analyze and implement the concept of shared decision making to increase the level of student leadership, student responsibility, and motivation in the classroom.
  17. Reflect on and continuously evaluate personal practice to actively seek out opportunities to grow professionally.
  18. Generalize this course content to reflect how the diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.
  19. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

### **Institutional Outcomes**

(To be listed here)

### **Required Text**

Selected research articles, research summaries, and topical articles drawn from educational literature

### **Topical Outline**

### **List of Concepts**

#### **The Complexity of Motivation**

The SPECS model, attributes of success or failure, the spectrum of learner motivation, the Motivation Equation, nature vs. nurture, self-efficacy as a mirror of beliefs about ability, strategies for building efficacy (direct experiences, vicarious experiences, socially-persuasive experiences, and physiological experiences)

#### **Who Are Your Learners?**

Safe learning environment, mastery-oriented vs. self-limiting learning behaviors as related to self-efficacy, failure-avoiding and failure-accepting situations, analysis of various student-efficacy profiles, goal setting, affective climate influences (fear, attention, comfort, boredom), temperament styles, multiple intelligences basics, temperament-style processing cues.

#### **Designing Motivational Support Structures**

Purposeful work; scaffolding; learner effort payoff; creating challenge and relevance; tiered lesson design; creating purpose through a design template that incorporates adapted content, processes, or products based on variations in student readiness, learning style, or interest

**Encouragement** Characteristics of encouraging classroom environments; minimizing student risk through approval, encouragement, and feedback/feedforward; evaluative praise vs. encouragement; approval statements; statements that discourage; encouragement responses; nonverbal encouragement responses; positive affirmations; jigsawing

**Stepping Into Motivational Leadership to Build Success** Teaching as coaching, steps of motivational leadership in the classroom, stating clear expectations, shared decision making, tiered lesson design

**Course Assessments and Links to Institutional Outcomes and Course Outcomes**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are ten assessments in this course, for a total of 100 points.

		Points	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assessment No. 1:	Beliefs About Ability	5		2, 5
Assessment No. 2:	Research and Article Review	5		1, 2, 3, 9, 16
Assessment No. 3:	Is Pop Culture to Blame?	5		4, 5, 6
Assessment No. 4:	Profiling of Students	10		6, 7, 10
Assessment No. 5:	How Does the Shoe Fit?	10		5, 7, 16
Assessment No. 6:	Creating Purpose—Design Template	15		8, 9
Assessment No. 7:	Passing Inspection	10		4, 5, 10, 11
Assessment No. 8:	Atmosphere for an Encouraging Environment	10		7, 9, 12
Assessment No. 9:	Motivational Leadership	10		3, 13, 14, 16
Assessment No. 10:	Designing a Tiered Lesson	20		1, 4, 8, 9, 13, 15
	<b>Total</b>	<b>100</b>		

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

**Instructional Materials**

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

**Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short

lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

### **Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

### **Grading Policy**

(To be listed here)

### **Absence and Tardy Policy**

(To be listed here)

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

### **Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 16, 18
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	1, 2, 3, 5, 6, 7, 8, 10, 14, 18
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1, 2, 3, 4, 7, 8, 9, 10, 11, 14, 18
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	2, 3, 4, 6, 9, 10, 11, 12, 14, 16, 18
<b>Standard 5: Learning Environment</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 16
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4, 9, 10, 14, 16
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	2, 3, 4, 6, 7, 9, 10, 11, 13, 16, 18
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	2, 3, 4, 7, 9, 10, 11, 12, 14, 18
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	2, 3, 4, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	18, 19

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	<b>1, 3, 9, 15, 17, 18, 19</b>
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	<b>3, 7, 8, 10, 17, 18</b>
NBCTs understand how students develop and learn.	<b>1, 3, 4, 6, 7, 8, 10, 11, 12, 14, 17</b>
They respect the cultural and family differences students bring to their classroom.	<b>1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 18</b>
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</b>
NBCTs are also concerned with the development of character and civic responsibility.	<b>1, 2, 3, 4, 5, 6, 7, 8, 10, 14, 16</b>
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	<b>1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 17, 18, 19</b>
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	<b>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19</b>
They are able to use diverse instructional strategies to teach for understanding.	<b>7, 8, 10, 15, 16, 18</b>
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	<b>1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18</b>
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	<b>2, 3, 4, 7, 9, 12, 14, 16, 18</b>
NBCTs know how to assess the progress of individual students as well as the class as a whole.	<b>4, 7, 11, 12, 14, 16, 18</b>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	<b>2, 3, 6, 7, 8, 10, 11, 12, 13, 16, 17, 18</b>
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	<b>1, 4, 5, 6, 7, 9, 13, 14, 17, 19</b>
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	<b>1, 2, 4, 5, 7, 8, 9, 10, 12, 17, 19</b>
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	<b>2, 3, 9, 11, 12, 13, 15, 16, 17</b>

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>19</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>17, 19</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>1, 2, 17, 19</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>1, 2, 17, 19</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>17, 19</b>

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