64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

Creating Lifelong Learners in Children and in Ourselves

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A Little About Me

- Elementary Education Major
- Taught 1st Grade, Kindergarten, Pre-K, 3 Year-Olds
- Master's and Ph.D. in Early Childhood
- FirstSchool at FPG

Student Motivation & Engagement

Goal:

- Think critically about the role of motivation in instructional practices and educator attitudes

Theory

- Theory provides a lens through which to see your practice
- Awareness video

Achievement Goal Theory

- How do we define competence?
- How do we define intelligence?
- The importance of goals and implicit theories

"If people knew how hard I had to work to gain my mastery, it would seem not so wonderful at all."

-Michelangelo

Underlying beliefs

- Attributes are malleable vs. fixed
  - Domain specific: Math, tennis
- Fixed = Entity motivational framework
- Malleable = Incremental motivational framework

Entity theory of intelligence

- Challenging situations = Tests of ability
- Mistakes/effort = Low fixed ability
- Performance Goal Orientation
  - Outcomes more important than process
  - Approach vs. Avoidance

Incremental theory of intelligence

- Challenging situations = Need to work harder
- Mistakes/effort = Diagnostic, feedback
- Mastery Goal Orientation
  - Process more important than outcome

What does failure mean?

- Entity = Helpless responses
  - Need to protect one's ego
    - Self-sabotage
- Incremental = Greater effort
  - Ego not tied to outcomes
- Eventually, everyone fails
  - Who fails early?

The Role of Environment

- Expectations shape goal orientations
- What do we focus on?
  - Pep rallies
  - Math conversation
  - Your experiences?

Video

- Susan Choplin
  - Building mastery orientation
  - 12 Lizards were on a rock. 4 more lizards climbed on the rock. How many lizards were there altogether?

Implications for Achievement

- Does not correlate positively with short-term grades
- Predicts more positive long-term trajectories
- Common Core vs. Old Curricula
  - The importance of metacognition

Not Just for Students

- *Everyone* has a motivation orientation.
- Recognizing your orientation allows you to control it! Shape your practice accordingly.
- Use your colleagues.

Cornerstone of Continuous Improvement

- Admitting we are not perfect
  - Barriers
- How we view data/evaluation
  - Always helping

Questions?

- What questions do you have about what we've learned?
- … how you put what you've learned into practice?

Almost There

- Thanks for your thoughtful participation!
- Please continue to think through and digest what we've talked about.
- Please feel free to contact me with questions, concerns, successes:
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The End

←Insert wild applause here