Activating the Desire to Learn
by Bob Sullo

Presented by: Sarah Lewis, Kelsey Keckler, Ruth Farrell, Amy Wright, Kristen Bender, Todd and Kelli Miller, Erika Cannady
Theory and Research

Motivating kids from the inside out.

- Research has shown that extrinsic rewards are not the best avenue to take to motivate students to learn.
- We must design lessons that are engaging and focused.

Focus! Focus! Focus
Total Behavior Process

Behavior is important and powerful. Actions represent a choice

Change happens

Feels Better

Act Differently

This process illustrates how thinking and acting works together to make us feel better and change our behavior.

Todd Miller
Children are naturally driven by "internal desire to cooperate and maintain a positive relationship with a caring adult".

Chapter 3 and 4
Sarah Lewis and Kelli
From Bossing to Leading

**Boss**
- *Caretaker*
- *Involved in all details*
- *No surprises*
- *Complete responsibility*
- *Problem solver*
- *Independent*

**Leader**
- *Desire to achieve*
- *Need for power*
- *Collaborator*
- *Not involved in all the details*
- *Turns over responsibility*
- *Nurture leadership potential in others*
- *Seeks ideas from others*

Chapter 5 by Ruth Farrell
"Consequence" is not a four letter word

*Positive and Negative Outcomes

*Results from Our Choices

*Occurs Everyday

*Evident in Our Teaching

*Affects Our Relationships with Students

*Students can Control Consequences

Chapter 6 by Ruth Farrell
Positive Relationships Support Competence and High Standards

* SBC - Standards Based Education
  - WHAT to teach, WHAT to emphasize
* CBC - Competence-Based Classroom
  - HOW to teach

Make a cluster with this information:

- Important To Know
- Essential To Know
- Nice To Know

Students MUST learn.

Chapter 7
Erika Cannady
SBE + CBC = Effective Teaching

Teacher/Student positive relationships

Students should have achieving power.

Teacher Instruction and Peer Support

Only allow grades of A, B, C, or Incomplete.

Hold class meetings, develop a shared vision.

Students should know what the teacher expects.

Teachers should be prepared for students to test them.
Self-Evaluation Leads to Lasting Change

- Get a clear picture of YOUR role and goal.

- Short-term success or lasting changes?

- Evaluate yourself based on YOUR roles and responsibilities.

- Develop a shared vision of success with your colleagues.

Chapter 8
Erika Cannady
-Ask self-evaluation questions

-Do you like feeling like this?
-How could you keep feeling this way?
-Would you like to feel better?
-Do you believe you have some control over how you feel?

-Expect others to be resistant to answer. Answering puts more responsibility on them.

WHAT YOU DO leads to HOW YOU FEEL!
Inspiring Through Collaboration

Collaboration: "we, us, our"

Common Goals

Positive Environments

Teachable Moments

Acknowledge ALL Ideas

Beyond Individual Limitations

Chapter 9
Amy Wright
Being What We Choose

- Provide power in respectful ways
- Allow choices on all levels
- Provide a sense of belonging
- Make strong, meaningful connections
- Freedom to achieve goals & dreams

Chapter 10  Amy Wright
Creating a Need Satisfying Environment

- Providing different options in your classroom
  ex. Tell them what you have planned and what you want them to know then ask if there are other ideas you could consider.

- Find a way to reach more kids, create opportunities for students to meet their needs by participating in activities you have sanctioned and that enhance learning.

By Kelsey Keckler
Creating a Need Satisfying Environment

Classes like our students differ in terms of need-strength.

Some classes need more connections, more freedom or more achievement.

Maximize the chances for all students to become involved in the classroom.

By Kelsey Keckler
Creating a Need Satisfying Environment

What can you do?

Pay attention to the needs of your students, find ways to satisfy their needs by doing what you ask.

Conduct class meetings, the students feel connected, and listened to.

Pay attention to the particular needs of the classroom and match your teaching to them.

By Kelsey Keckler
From Telling to Asking

- Become a "asker" not a "teller"
  - Help kids discover what they want to do on their own, give them the control
  - Ask them questions that don't have the right answer, that invite them to express themselves, and that help them grow and take ownership.
  - Ask them, How much do you want this? Are you willing to work for it or just talk about it?

By Kelsey Keckler
Teaching Responsibility and Fostering Positive Relationships

- All behavior is purposeful.
- Students must be taught how to develop responsible, prosocial behaviors.
- Connecting with peers can help promote positive behaviors.
- Find ways for both students and teachers to connect, especially in larger schools.
- Overall, build a "community" where students feel important and safe.

By Kristen Bender
Connecting with High School Students

Above all, students desire:

- Respect
- Relevance
- Recognition

from adults.

By Kristen Bender
Every Lesson should be

Engaging, Colloborative, Insipiring

This WILL lead to

Students who are internally motivated

This WILL lead to

High student achievement!

Sarah and Kelli
Conclusion

Extrinsic rewards and high stakes test do not provide students with the motivation needed to be highly successful in the classroom.

Educators are delivering content in ways more effective than in the history of education. We must motivate students from the inside out to transform our students and our schools.

Kelli and Sarah

Citation