Motivating Student Success: Leaders on SEL, Confidence, and Motivation

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How to Encourage Student Achievement Through Social-Emotional Learning and Motivation
Introduction

• Challenges related to motivation for school
  – High school dropout;
  – Community college dropout;
  – Middle school students disinterest in learning

• Resources to meet challenges
  – Success as merger of skill and will to learn
  – Motivation increases engagement;
  – Engagement increases achievement

• School effectiveness
  – Classroom practices for motivation
  – School and leadership policies for motivation
Motivating Student Success: Leaders on SEL, Confidence, and Motivation

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Building Learner Success in the Classroom

Learners are active partners in the educational process.

- Growth mindset and social-emotional skills are embedded in core instruction.
- All learning is grounded in transparency and opportunities to co-construct success.
- Educator leads by example in social emotional skills.
Growth mindset and social-emotional skills are embedded in core instruction.

**GROWTH MINDSET**
- “Failure is an opportunity to grow.”
- “I can learn to do anything I want.”
- “Challenges help me grow.”
- “My effort and attitude determine my abilities.”
- “I am inspired by the success of others.”
- “I like to try new things.”

**FIXED MINDSET**
- “Failure is the limit of my abilities.”
- “I’m either good at it or I’m not.”
- “I don’t like to be challenged.”
- “I can either do it or I can’t.”
- “My potential is predetermined.”
- “When I’m frustrated, I give up.”
- “Feedback and criticism are personal.”
- “I stick to what I know.”

A Growth Mindset Culture Motivates
Use Growth Mindset to Motivate

Model and Voice Growth Mindset
Voice and model examples of growth mindset thinking and keep posted growth mindset language.

Use Intentional Praise
Praise the process of learning (not the ability to learn or the outcome).

Use Illustrative Stories and Examples
Develop a repertoire of stories and examples that illustrate the power of hard work, perseverance, and a growth mindset.
Growth mindset and social-emotional skills are embedded in core instruction.

- Tied to daily goals and objectives
- Thematic ties in reading and unit learning experiences
- Part of feedback on learning experiences

Explain how mistakes are a part of learning.

**LL.04.RS.1.1**
Apply constructive approaches in resolving conflicts. (LL.3.RS.1.2)

**LL.06.LS.1.1**
Set a short-term goal and share your plan for achieving it. (LL.4.LS.1.1)

**LL.10.PS.2.2**
Implement strategies to prevent or respond to stressful situations. (LL.5.PS.2.2)
Growth mindset and social-emotional skills are embedded in core instruction and classroom structures.
All learning is grounded in transparency and opportunities to co-construct success.

Transparency is essential to learner success.

Transparency is developed when:
1. Learners have clear objectives of what learning should happen.
2. Learners have clear understanding of what “success” looks like.
Transparency in the Classroom

Transparency is essential to ensure learners know what success looks like.

- Explicit learner outcomes
- Goal setting
- Models and exemplars
- Clear scoring rubrics
- Accurate tracking forms
- Systems to communicate about progress
- Real time access to assessment results
Educator leads by example in social emotional skills.

Lead by example:
• Model the same “success” skills we expect of learners
• Systems for learners to give feedback to the teacher related on their learning
Jayne Ellspermann

School Leadership Development
National Principal of the Year
Former Elementary, Middle, and High School Principal
Leadership’s Role in Motivating Student Success
Motivating Student Success

Safe Environment
Motivating Student Success

- Safe Environment
- School-wide Focus
Motivating Student Success

- Safe Environment
- School-wide Focus
- Data Rich
Dr. Alex Spichtig

Chief Research Officer, Reading Plus
Reading Motivation and Reading Success
Reading Achievement Growth for Different “Self-Improvement Belief” Quartile Groups

- 1 (lowest self-improvement belief)
- 2
- 3
- 4 (highest self-improvement belief)

Reading Proficiency Gain (Grade Level Gain)

- Elementary School
- Middle School
- High School
Spiral of Reading Achievement & Reading Interest

- 1 (lowest proficiency gain)
- 2
- 3
- 4 (highest proficiency gain)

Interest Scale Score Gain

Elementary School | Middle School | High School

Reading Motivation and Reading Success: A Two-Way Street (https://www.readingplus.com/research)
Summary
Questions and Discussion
Thank you!

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