

Increasing  
**Student Motivation**  
Easier and Harder than You Thought



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The Material in This Presentation is the Foundation of



*A Study to Increase  
Academic Achievement  
for*  
**nderachieving**  
**GIFTED STUDENTS**

from The National Research Center on the Gifted and Talented

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**Study Development Team:** Principal Investigators and D. Betsy McCoach

**Intervention Development Team:** Principal Investigators and Meredith Greene, D. Betsy McCoach, and Ric Schreiber

**Field Test Team:** D. Betsy McCoach and Del Siegle

**Study Implementation Team:** Principal Investigators and Becky Mann, Scott Davie, and Michele Moore

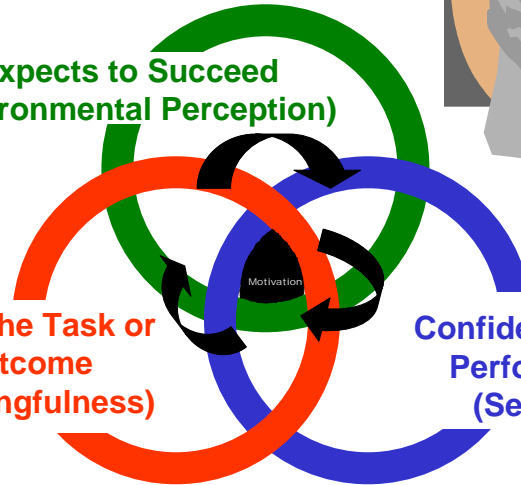
# When are People Motivated?



**Expects to Succeed  
(Environmental Perception)**

**Value the Task or  
Outcome  
(Meaningfulness)**

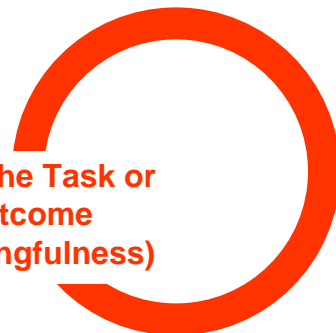
**Confident in Ability to  
Perform the Task  
(Self-Efficacy)**



# When are People Motivated?



**Value the Task or  
Outcome  
(Meaningfulness)**



# Personally Meaningful



- ➔ Tied to Student's Identity
- ➔ Personally Interesting to the Student
- ➔ Integral to Student's Vision of the Future
- ➔ Viewed as Useful



### Directions:

Please complete all of the following sentences regarding the class that you are focusing on for this program. There are no right or wrong answers. Put down the first idea that comes into your head. When you are done, give this form back to your teacher/counselor.

1. When I try hard in this class, it's because \_\_\_\_\_.
2. I would spend more time on my schoolwork if \_\_\_\_\_.
3. If I do poorly in this class, then \_\_\_\_\_.
4. When I don't try hard in this class, it's because \_\_\_\_\_.
5. I would rather do \_\_\_\_\_ than do my work for this class.
6. Doing well in this class will help me to \_\_\_\_\_.
7. Doing poorly in this class will keep me from \_\_\_\_\_.
8. This class is important because \_\_\_\_\_.
9. The most interesting thing that I learned this year is \_\_\_\_\_.
10. The thing that I am most interested in learning more about is \_\_\_\_\_.
11. The most interesting thing that I learned in \_\_\_\_\_ class is \_\_\_\_\_.
12. I feel best about myself when \_\_\_\_\_.
13. I feel worst about myself when \_\_\_\_\_.
14. I am most proud of \_\_\_\_\_.
15. I wish that I could \_\_\_\_\_.
16. When I grow up, I want to \_\_\_\_\_.
17. I really value \_\_\_\_\_.

Note: The goal valuations interventions are based on the work of D. Betsy McCoach.



Pay Attention to Student Interests  
and Their Vision of the Future  
(What is Important to Them)



Create a Reward System when  
Necessary



The future  
influences the  
present as  
much as the  
past.

Friedrich Wilhelm Nietzsche

When are People  
Motivated?



Value the Task or  
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(Meaningfulness)

Confident in Ability to  
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*performance*  
**g**oals

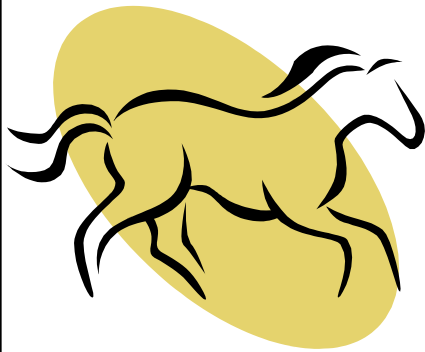


*learning/mastery*  
**g**oals

Carol Dweck



Use *Specific, Developmental*  
Compliments



“Nice work.”



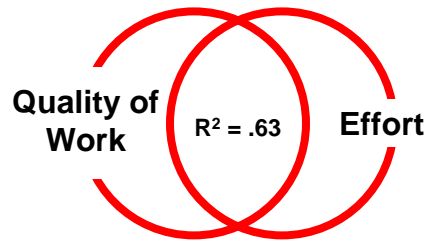
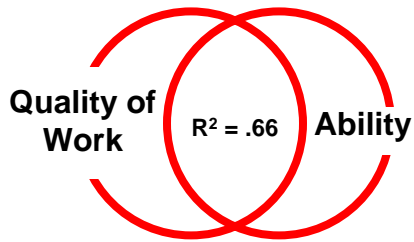
“You’ve learned to  
write supporting  
sentences in a  
paragraph that  
elaborate on the topic  
sentence.”



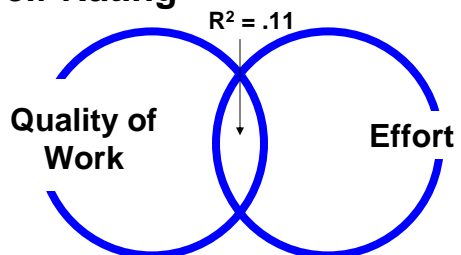
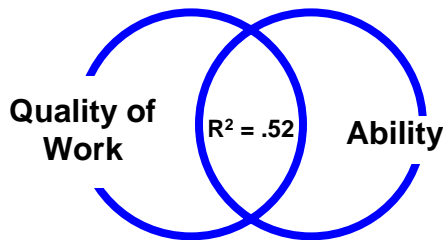
# Document Growth



## Teacher Rating of Students



## Student Self-Rating





## Share Your Objectives



- **Begin lessons by listing and discussing the skills** that students have mastered from previous lessons.
- **Post the goals (skills) students will learn** during a new lesson.
- **Check off goals** as the lesson progresses.
- **At the end of a lesson, review the goals (skills)** which were achieved. Provide students time to reflect on what they learned. Journals or **calendars upon which they can record new skills** they have mastered or **skills at which they excelled** help draw their attention toward the progress they are making.

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## Perceived Environmental Friendliness

Claude Steele tells us that some students may have difficulty trusting the environment and their achievement may be less about their abilities than their perception of the **fairness of the environment**.



*“When capable black college students fail to perform as well as their white counterparts, the explanation often has less to do with preparation or ability than with the threat of stereotypes about their capacity to succeed.”*



Expose Students to Achieving Models

# Big Bird



*The wisdom of Big Bird (and the dark genius of Oscar the Grouch): Lessons from life in feathers.*

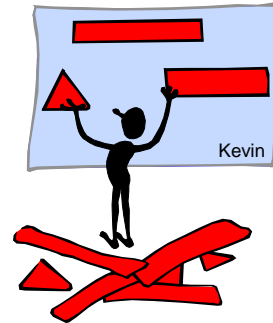
by Caroll Spinney with Jason Milligan



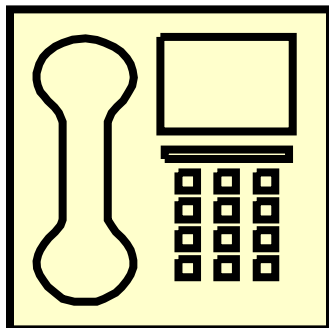
When faced with a difficult situation,  
three options present themselves

Robert Sternberg

- 1) Modifying one's behavior to be successful in that environment
- 2) Changing the environment
- 3) Abandoning the situation.



Discuss Options and Cause and Effect Relationships



Did we study the right things?

What was on the test that we didn't study?"



**B**ecause content is academically challenging does not guarantee that students will find it intellectually stimulating.



- Too little academic challenge, too little intellectual stimulation produces bored students.
- Too much academic challenge, too little intellectual stimulation produces “turned off” students.
- Too much academic challenge with adequate intellectual stimulation produces frustrated students.
- Optimal challenge combined with intellectual stimulation produces students in a state of “flow”.

Mihaly Csikszentmihalyi coined the term “flow”

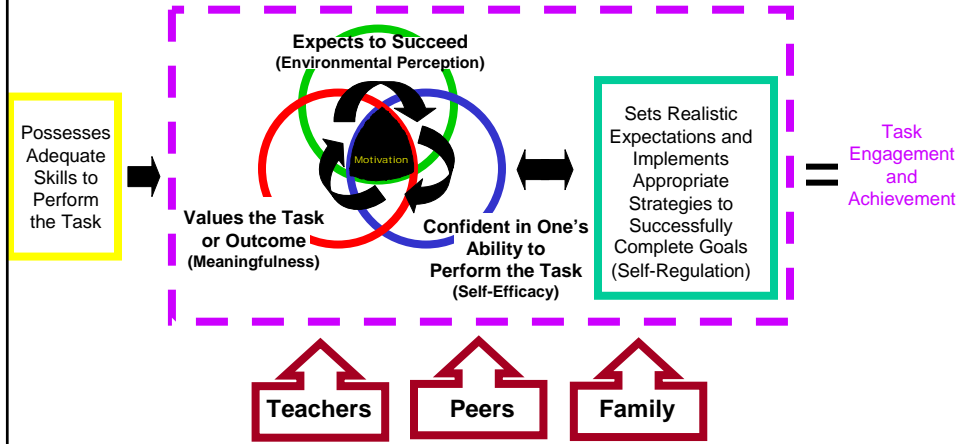


Practice Active Listening



# Achievement-Orientation Model

Del Siegle and D. Betsy McCoach  
 Neag School of Education  
 University of Connecticut



Each of the four elements of the model (Meaningfulness, Self-Efficacy, Environmental Perception, and Self-Regulation) is usually present in individuals who achieve at a level commensurate with their abilities. Some of these factors may be stronger than others, but overall, achievement-oriented individuals display a combination of all four traits. Remediation can be based on diagnosing which element or elements are deficit and addressing them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.

*Support* **ACHIEVEMENT**

Don't Give Up...  
 All of Us Are  
 Works in  
 Progress

