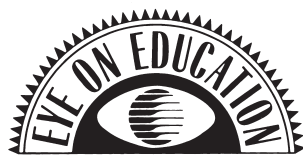


# **Classroom Motivation From A to Z:**

**How to Engage Your  
Students in Learning**

***Study Guide***

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# Table of Contents

Acknowledgements . . . . .	v
How to Use This Study Guide . . . . .	ix
A Achievement Is More Than a Test Score. . . . .	1
B Begin With the End in Mind . . . . .	4
C Catch Them Doing Something Good . . . . .	8
D Dealing With Diversity . . . . .	11
E Engagement Equals Success . . . . .	14
F Form Partnerships . . . . .	17
G Goals and Success . . . . .	20
H High Expectations for Everyone . . . . .	23
I It's All About Me (the Value of Intrinsic Motivation) . . . . .	26
J Jump to Conclusions (Don't). . . . .	29
K Keys to Evaluation: Grading and Motivation . . . . .	32
L Literacy . . . . .	35
M Myths of Motivation . . . . .	38
N Never Give Permission . . . . .	41
O Owners, Not Renters . . . . .	44
P Perception is Reality . . . . .	47
Q Quantify Quality. . . . .	50
R Rigor is <i>Not</i> a Four-Letter Word . . . . .	53
S Scaffolding for Success . . . . .	56
T Track Progress, Not Students . . . . .	59
U Understanding at High Levels. . . . .	62
V Variety Is the Spice of Life . . . . .	65

<b>W What You See Is What You Get . . . . .</b>	<b>68</b>
<b>X X-Factor . . . . .</b>	<b>71</b>
<b>Y You Are the Key . . . . .</b>	<b>74</b>
<b>Z On Beyond Zebra . . . . .</b>	<b>77</b>
<b>Resources for Facilitators and Book Club/Study Groups . . . . .</b>	<b>81</b>

# How to Use This Study Guide

This study guide accompanies the book *Classroom Motivation from A to Z: How To Engage Your Students in Learning*. This guide, used in conjunction with the book, will help you refresh your spirit. This study guide provides numerous tools for your use to reenergize and enhance your teaching and negate the misconceptions that may surround your students' views of learning.

For each of the 26 chapters in the book, you will find a series of three activities that will help you reflect on your current practices in relation to the strategies presented in the text. The activities in the guide will assist as you connect the suggestions and strategies in *Classroom Motivation from A to Z* to your real-life teaching experiences and make the information presented immediately applicable. Many of the activities provide an opportunity for you to turn the concepts into actual plans for your own classroom. The three focus activities ask you to ACT now and turn your classroom into a place where students can thrive as you create an atmosphere in which every student feels supported and empowered for success. Each chapter of the study guide prompts you to do the three following things:

- A Assess where you are right now.** Take the temperature of your classroom as it currently exists. Be totally honest with yourself and decide how your teaching holds up to the ideas and standards set forth in the book. Identify your strengths and pat yourself on the back! Then, identify your challenges and get busy deciding how to be more effective.
- C Consider trying something new.** Now that you've reflected on the current condition of your classroom practices in regard to the topic of the chapter, try something different. This portion of the study guide asks you to step out of your comfort zone and consider trying one of the strategies or practices you've read about. If you always do the same thing, you will get the same results. Because our world of education is constantly changing, we must be willing to keep up and try new and improved practices!
- T Take away a valuable idea.** Finally, be prepared to walk away with something you could literally use tomorrow. This last section of each chapter helps you to build a plan to immediately implement a new strategy or practice in your classroom. You can tailor these plans to any lesson, subject, or age group. The goal is to put instant ideas in your plan book, making the work you've done beneficial and worthwhile!

Before reading the full chapter in the book *Classroom Motivation from A to Z: How To Engage Your Students in Learning*, assess where you currently stand on the issue by reading the prompt and answering question:

**A**—*Assess Where You Are Right Now.*

Then, after reading the chapter, complete:

**C**—*Consider Trying Something New* and

**T**—*Take Away A Valuable Idea.*

Now, get ready for a very insightful journey. As with any journey, there are times that are more relaxing, and times that are more challenging. Along the way enjoy the stories from teachers across the country. The course on which you are about to embark requires a willingness to be honest with yourself and to look for ways to improve your instruction. Remember that the goal is to build a repertoire of tools to engage each and every student in your classroom. Stop and take the time to self-assess your own teaching practices. Finally, renew your enthusiasm for education and prepare to ACT by becoming the best teacher you can be!

**FYI**

Electronic versions of selected figures and tables from *Classroom Motivation from A to Z* and this *Study Guide* are available at: <http://www.barbarablackburnonline.com>.

# A

## **Achievement Is More Than a Test Score**

### **Assess Where You Are Right Now**

*Not everything that counts can be counted and not everything that can be counted counts.*

Albert Einstein

What does that quote mean to you?

In your school and/or classroom, what “counts”?

In your school and/or classroom, what doesn’t “count” that should?

## **Consider Trying Something New**

How much pressure do you feel related to standardized testing?

Do you think this is adding to or taking away from the learning environment in your classroom?

What can you do to help your students feel more successful?

## **Take Away A Valuable Idea**

Describe your view of success. Be specific and be creative. It can be a poem, a paragraph, or a picture!

Display this in your classroom for parents and students to see.

*B*

## **Begin With the End in Mind**

### **Assess Where You Are Right Now**

Reflect on the last unit you completed with your students. How did you begin the planning process?

How did you decide which activities you would use?

What was the driving force of your planning (time constraints, district requirements, learning objectives, etc.)?

Write down your thoughts on the effectiveness of the unit.

## Consider Trying Something New

Using a backwards design model, roughly sketch out your entire school year by planning instructional goals for each quarter. This would be a great activity to do with other colleagues in your department, grade level, or on your team.

### Annual Goals by Quarter

<i>Quarter One Learning Goals</i>	<i>Quarter Two Learning Goals</i>	<i>Quarter Three Learning Goals</i>	<i>Quarter Four Learning Goals</i>

Then begin working on the current quarter. Sketch out an idea of what needs to be taught each week in order to accomplish the quarter's learning goals.

### Quarter \_\_\_\_\_ Goals by Week

Week One	Week Two	Week Three	Week Four	Week Five

**Quarter \_\_\_\_\_ Goals by Week**

Week Six	Week Seven	Week Eight	Week Nine	

Finally, starting with the coming week, begin to plan out each daily lesson and activity to support the learning goals.

**Week \_\_\_\_\_ Goals by Day**

Monday	Tuesday	Wednesday	Thursday	Friday

## Take Away a Valuable Idea

Using the format on p. 10 (*Classroom Motivation from A to Z*), use the DuPont model to sketch out a lesson you will teach in the near future.

<i>Topic of Lesson/Standard:</i>	
<b>Purpose</b> (Why do students need to learn this?)	
<b>Product</b> (What will successful learning look like?)	
<b>Process</b> (How will you teach this?)	
<b>Resources</b> (What resources do you need?)	

C

## **Catch Them Doing Something Good**

### **Assess Where You Are Right Now**

Think about a typical day in your classroom. Do you spend more time praising and encouraging students or criticizing and reprimanding students?

Reflect on a recent experience you've had in the classroom in which you realize you were too negative. In the space below, describe the incident and the factors that caused you to become negative.

Was there anything you could have done differently to convey a more positive message to students? How will this impact your actions in the future?



## **Take Away a Valuable Idea**

Optimize your classroom walls. Plan out at least two ways that you are going to immediately begin recognizing hard work on a regular basis.

Where will you display student work (wall, outside display case, brochure or newsletter, PTA nights, etc.)?

How will you decide whose work gets displayed?

How often will you replace the displayed work with new work samples?

How can you share these ideas with a colleague?