

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Motivation in the Instructional Process

December 2009

Topic: Response to Intervention in Elementary-Middle Math
Practice: Intentional Teaching

Highlights

- Importance of motivation through praise for accomplishments, accuracy, and also effort

Full Transcript

Slide 1

Welcome to Motivation in the Instructional Process.

Slide 2

Students in Tier 2 and 3 mathematics interventions need extra support to stay motivated. Teachers need to praise students' effort and engagement in lessons, their completion of mathematics tasks, and the accuracy of their work.

Praise is most effective when it is connected to *specific* accomplishments and recognizes students' *efforts* as well as concrete progress.

Slide 3

Some students can be motivated by charting their progress and then setting short-term goals or challenges for themselves. Others will require more tangible rewards to remain motivated, however, so it is important to adjust strategies accordingly.

Slide 4

In summary, teaching students receiving Tier 2 and Tier 3 interventions in an intentional way demands a high level of skill, careful preparation, and adequate professional development in mathematics and pedagogy. Teachers need to understand the underlying concepts of the skills they are teaching if they are going to communicate them effectively to struggling students.