



Building and Maintaining Positive Momentum with Your Learner



Welcome!

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Presenter

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Chat Moderator



Together, we will...

- Identify **main motivating factors (Will Drivers)** for each learner in a household to allow Learning Coaches (LC) to **tailor their approach** to best meet each child's needs.
- Review **resources and strategies** that can benefit many students to build positive momentum.
- Make a **plan to try it out** with your learner(s).
- Breathe a **sigh of relief** to recognize that neither the LC nor the learner are necessarily doing something “wrong” if student motivation isn't showing up the ways in which one might hope or expect.



Agenda

- 1) Focusing on what you know about your learner
- 2) The Four Will Drivers
- 3) Strategies for Building & Maintaining Momentum
- 4) Make a Plan to Try it Out
- 5) Questions



Reflect

- You know your learners best!
- Think about a time when your learner was engaged and motivated while doing something challenging.
 - What was your learner doing?
 - How could you tell that they were motivated to work hard?
 - How could you tell that they were doing something challenging?





**What type of learner is
*your student?***



The Four Will Drivers



AUTONOMY



**BELONGING/
CONNECTION**



MASTERY



PURPOSE

Dr. Robyn Jackson, author *Never Work Harder than Your Students*



Someone who is motivated by AUTONOMY...

Wants to feel like they have some degree of **control or choice**

They are driven by questions like:

- “What are my choices?”
- “What do I have to do?”
- “What's the best way?”

Their complaints might sound like:

- “You’re making me do it just like everyone else.”
- “I don’t like doing the same thing every single day.”



AUTONOMY



Someone who is motivated by **BELONGING/CONNECTION**...

Needs to feel **important** to the people who **matter** to them

They are driven by questions like:

- “Who is on my side?”
- “Who believes in me?”
- “Who will support me to be successful?”

Their complaints might sound like:

- “You act like you think that I’m not even trying.”
- “They don’t think that I’m going to do well, so I’m not going to work for it.”



**BELONGING/
CONNECTION**



Someone who is motivated by MASTERY...

Needs to feel like they can **accomplish** something in order to continue working hard.

They are driven by questions like:

- “How do I earn a passing grade?”
- “How do I complete this assignment?”

Their complaints might sound like:

- “I don’t know how to do this!”
- “How am I ever going to be able to do this?!”



MASTERY



Someone who is motivated by PURPOSE...

Needs to feel involved in something that **matters**.

They need to **believe in the cause**.

They are driven by questions like:

- “Why is this important?”
- “Why do I have to do this?”

Their complaints might sound like:

- “My teacher told me **x**, and you’re telling me **y**. Why aren’t you saying the same thing?”
- “What happens if I don’t do this?”



PURPOSE



In the chat

Which of the Four Will Drivers *most closely matches your learner?*



AUTONOMY



**BELONGING/
CONNECTION**



MASTERY



PURPOSE



In the chat

Which of the Four Will Drivers *most* closely matches **YOU**?



AUTONOMY



**BELONGING/
CONNECTION**



MASTERY



PURPOSE





**Strategies you can
implement this week!**



Strategies for Building & Maintaining Momentum

1. Morning Meetings and Afternoon Meetings
2. Daily Schedule
3. Setting Goals / Recognizing Effort & Progress







1. Morning & Afternoon Meetings - Overview

- Promote a connection with your learner
- Morning: Set the learning tone for the day, discuss goals, and create a plan
- Afternoon: Check progress for the day and discuss any needed support



1. Morning & Afternoon Meetings - Application

	AUTONOMY	Highlight the opportunities in a lesson or during the day for students to choose their next steps and make decisions about their learning
	BELONGING/ CONNECTION	Highlight the opportunities for students to work with you and teachers; remind students that their teachers are on their side and want them to be successful
	MASTERY	Highlight how a student can make meaningful progress on an assignment or in a class; name for students when they have made progress toward a goal
	PURPOSE	Highlight how a student's daily work connects to a short or long-term goal; prompt students to verbalize how their work was meaningful



1. Morning & Afternoon Meetings - Resource

Morning Meetings				
What are they? A Morning Meeting is a daily meeting between the Learning Coach (LC) and the learner. The purpose is to set the tone for the day and connect with your learner. Morning Meetings typically last about 10-15 minutes and might include: <ul style="list-style-type: none">• Reviewing the daily schedule• Setting and/or reviewing goals• Discussing how a student will approach their work for the day				
Sample Agenda				
	Grades K-3	Grades 4-6	Grades 7-9	Grades 10-12
Settle In	<ul style="list-style-type: none">• Good morning! I'm excited to get started on learning for the day. What is one word that describes how you're feeling about school?	<ul style="list-style-type: none">• Good morning! How are you feeling about school today?	<ul style="list-style-type: none">• Good morning! What's on your mind for school today?	<ul style="list-style-type: none">• Good morning! Tell me how you're feeling about getting started on your classes today.
Goal Setting	<ul style="list-style-type: none">• Our goal today is to complete...• How will your English class help you to meet your goal of growing your reading level?	<ul style="list-style-type: none">• Your goal for this morning is to show your 5th test for science.• What is your goal for the afternoon?	<ul style="list-style-type: none">• What is your goal today for a class? (assignment)• You've said before that you have the goal of getting all Bs or higher. How will you work towards that goal today?	<ul style="list-style-type: none">• What are your goals for today?• How will working in a class help you toward your diploma?
Plan for the Day (Including LC support)	<ul style="list-style-type: none">• Today we will start with a what do you need?• I will support you with a goal want you to try on your own.	<ul style="list-style-type: none">• Do you want to start with a or this morning?• How will you let me know when you need my help?	<ul style="list-style-type: none">• You have your first session for a meeting at 10:30. What do you need to accomplish before then?• What do you plan to do 1st, 2nd, and 3rd today?	<ul style="list-style-type: none">• You have your first session from 10:30-12:00 today. Which assignment right you want to talk through with me first?
Launch Into Learning	<ul style="list-style-type: none">• We have a good plan to start the day. Please turn on your computer, and we'll meet at the table. 15 minutes. If you're not there.	<ul style="list-style-type: none">• Time to get started on your morning goal for 1st. Make sure that you are logged into your first class by 10:30.	<ul style="list-style-type: none">• You have a strong plan for what to do 1st, 2nd, and 3rd. How long do you need to do reading to meet your first assignment?	<ul style="list-style-type: none">• Looking forward to connecting at noon. What time will you start your first class this morning?

[Click here for this resource!](#)

This resource includes:

- Sample Agendas for grades K-12
- Talking points for Morning Meetings & Afternoon Meetings.







2. Daily Schedule - Overview

- Clear start and end times for each class
- Pre-planned breaks
- Prioritize moments that are important to your family
 - Lunch as a family
 - Walking the dog
 - Spending time outside
 - LC work schedules



2. Daily Schedule - Application

	AUTONOMY	Include opportunities for students to make choices about how they will spend their time
	BELONGING/ CONNECTION	Highlight for a student the moments when they will work with you, classmates, and their teachers
	MASTERY	Identify how using the schedule will help a student to earn strong grades and build important skills
	PURPOSE	Describe how the schedule is set up to support a student to meet a short or long-term goal



2. Daily Schedule - Resource

Sample Schedule	
• Grades K-5 •	
A student might use this schedule Monday through Friday.	
Time	Activity
8:30 am	Wake up!
8:30 - 9:00	Breakfast & get ready for the day
9:00 - 9:15	Morning Meeting
9:15 - 10:15	Math
10:15 - 10:30	Break Time (Watch a YouTube video!)
10:30 - 11:30	Language Arts
11:30 - 12:15 pm	Lunch & Break Time (Ride a bike!)
12:15 - 1:15	Elective #1 and i-Ready
1:15 - 2:15	Science
2:15 - 3:30	Break (Have a snack!)
3:30 - 3:50	Elective #2 and/or Independent Reading
3:50 - 4:30	Social Studies
4:30 - 4:45	Afternoon Meeting
4:45 - bedtime	Family Time!

- Elementary students can expect to spend about 6 hours each day, or about 30 hours a week, engaging in online schooling.
- Learning Coaches who support their children) as a Learning Coach can expect to spend about:
 - 4 hours each day for Kindergarten and first grade children)
 - 4-5 hours each day for second and third grade children)
 - 3-5 hours each day for fourth and fifth grade children)
- Elementary students typically need more support at the beginning of the year and tend to show more independence as the school year progresses.

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[Click here for this resource!](#)

This resource shows sample schedules for elementary, middle, and high school.







3. Setting Goals & Recognizing Progress -Overview

- Create a specific goal that includes a timeline for completion
- Collaboratively decide with your learner how they prefer to be recognized for working hard and meeting goals



3. Setting Goals/Recognizing Progress - Application

	AUTONOMY	Prompt students to decide for themselves their preferred pathway to meet a goal
	BELONGING/ CONNECTION	Focus on the people who can support a student to meet a goal
	MASTERY	Set smaller goals that show the student that they make progress with effort
	PURPOSE	Discuss the importance of the goal and frequently remind a student why achieving a goal matters



3. Setting Goals/ Recognizing Progress - Resource

Goal Setting Template

Setting goals and recognizing when a student has put in effort toward that goal are important parts of building and maintaining momentum with a learner.

When setting goals with a learner, keep in mind that you do not have to answer every question in this template! Rather, help your learner get clear on the goal and how they will know if they reached it. From there, tailor the questions to discuss with your learner based on their primary Will Driver.

My goal is...	
The target date to reach my goal is...	
How will I know if I reached my goal?	
This goal is important to me because...	People who can support me to reach my goal are...
My strengths that can help me reach this goal are...	My next steps are...
How do you want to be recognized for the effort that you put toward your goal?	How do you want to be celebrated when you reach your goal?

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[Click here for this resource!](#)

This resource is a goal setting template that includes space to plan...

- a goal
- celebrations for progress



Make a Plan

- Remind yourself: What is your learner's primary Will Driver?
- What are two steps that you can take this week to tailor your support to your learner's primary Will Driver?



We're here for you!

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Thank You!

