The Success Loop

5 Motivators for New Learning

+ "Immeasurables"

The Success Loop Suzy Pepper (SuzyPepperRollins.com) @myedexpert (X) SUZY PEPPER ROLLINS TEACHING

HOW TO CREATE ACTIVE

LEARNING EXPL

SU



ON THE ROAD TO ACADEMIC SUCCESS

SUZY PEPPER ROLLINS

STRATEGIES FOR STUDENTS WHO ARE BORED DISTRACTED The Promise

VULNERABLE

LEARNERS

Acceleration

Ma+h

FAST LANE

Suzy Pepper Rollins

Strategies for the BEST Part of

Opening Minutes

Class

A Strength-Based Plan to Propel Academically Vulnerable Learners

Suzy Pepper Rollins



What would inspire a man terrified of the water - to take an optional swimming class?

How would one measure the educator? What evaluation tool could capture his work?

09

Motivational Elements Present:



Learning is Risky Business: All Day Long, Students are Asked to Learn Something New

- Failure
- Embarrassment
- Shame
- Fear of Mistakes
- Stress/Anxiety
- Safety



3) What is the initial value for the linear relationship between the two quantities shown in the table below?

x	У
2	1
6	7
7	8.5
10	13

- B. 0
- C. 2 D. -2

Hamlet?

HAMLET What?

GHOST I am thy father's spirit, Doomed for a certain term to walk the night And for the day confined to fast in fires Till the foul crimes done in my days of nature Are burnt and purged away. But that I am forbid To tell the secrets of my prison house, I could a tale unfold whose lightest word Would harrow up thy soul, freeze thy young blood, Make thy two eyes, like stars, start from their spheres, Thy knotted and combinèd locks to part,

And each particular hair to stand an end,

Like quills upon the fearful porpentine.

But this eternal blazon must not be To ears of flesh and blood. List, list, O list! If thou didst ever thy dear father love—

Hamlet Act 1 Scene 5

It's a long journey with many opportunities to fall behind. But there are also countless opportunities to re-enter the success loop.



Why are some students always the first in the pool? (Or volunteering. Or hands up. Or...)

Are they in a different loop?

Notes: a) Older student as a group do not participate as readily. B) Some successful students simply do not like raising their hands.

Are there students who hesitate to even get on the bus this morning?

It takes courage for keep trying.

mm



How Can We Move ALL Students into the Success Loop?

...And How Can What We Know About Student Motivation Impact Our Work?

Impactful Practices

5

Value of Tasks + Self-Efficacy

#1

Engagement for Upcoming Task...2 Questions:



What are my chances for success? (We avoid tasks that have a high risk of failure.)



Is it valuable enough to take a chance of failure?



Value of Tasks + Personal Self-Efficacy

- Learners will give their attention to what they find relevant & meaningful
- Students avoid situations that may result in failure.
- Students are concerned about peers' reactions if they provide an incorrect response. They worry about potential humiliation/shame in class.
- High levels of fear about being successful on a task blocks higher level thinking

Sousa & Tomlinson, *Differentiation and The Brain* (2011)

Self-Efficacy

"One's perceived capabilities for learning or performing actions at designated levels."

Albert Bandura, Stanford University 1977

In sum...

Success Increases Self-Efficacy Success Sparks the Desire for More Success

Self-Efficacy & Tenacity

"...those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels."

- Schunk & Meece, Self-Efficacy Beliefs of Adolescents, 2005

- The flip side is unfortunately true. The absence of academic confidence learners who view themselves as incapable tend to avoid academic situations in which they might fail. If they start a task, they are apt to stop at the first sign of frustration.
- They mask confusion about the task to save face.
- Students with lower levels of self-efficacy tend to have increased pessimism, stress, and depression.

Pajares, 2006

Confidence Check

1.	Sing Karaoke	1	2	3	4	5
2.	Word Problem With Integers	1	2	3	4	5
3.	Anchor leg of relay race	1	2	3	4	5

About that Stress...

- When a student experiences a high level of stress, the brain releases cortisol to help the student survive the situation.
- This stressful state transitions the brain to survival, not learning.
- In times of anxiety, information being taught does not make it to the higher-level sensors of the brain information during these times are unlikely to be stored. (Willis, 2006)

More on Stress...

- In math, high levels of stress can result in more math errors. Working memory is impacted as well. And math learners took longer to complete problems.
- Why? Anxiety tends to cause the brain to override the learning at hand and instead focus on survival.
- The result? Lower, slower processing and more errors.

Ashcraft and Kirk 2001

The Flip Side

- In low stress learning environments, feel good endorphins are released.
- Students who feel positive about learning remember more and learn more effectively. (Sousa & Tomlinson, 2006)
- Student who feel positive read, write and focus better
- Creativity, behavior, problem solving and patience improve (Willis, 2006)

Collision Course

• "The older students get, the less likely they are to take risks and engage themselves in activities at which they are not sure they will succeed."

• To older students, "failure following high effort appears to carry more negative implications than failure that results from minimal or no effort."

L.S. Lumsden: Student Motivation to Learn, 1994

Great News!

Self-efficacy is malleable.

Self-efficacy is not on a fixed line.

Building Self-Efficacy

Start class with engaging, success-oriented tasks

Create frequent opportunities for success

Create tasks that are appropriate in difficulty

Provide genuine frequent commendations for work well done

Provide growth-oriented frequent feedback

Commend hard work, tenacity, perseverance

Pair with more self-efficacious learners (vicarious success)

Model self-efficacy (I'm proud of the work I put into that! This is something new, but I'm going to give it a try...")

Mistakes are part of learning.

Relationship Between Tasks & Behavior (Hansen)

Conditions	Tactics	Behaviors
High Value High Self-Confidence	Engagement	Accuracy Meeting demands Resolution of unfamiliar aspects
High Value Low Self-Confidence	Dissembling	Pretends to understand Excuse making
Low Value High Self-Confidence	Evading	Off-task Going through motions
Low Value Low Self-Confidence	Rejecting	Withdrawal Anger

The Brain & Relevance/Meaning

- Without meaning/relevance, students' brains do not orient to the task, or activate the memory. (Sousa/Tomlinson, 2011)
- When tasks are enjoyable, the brain responds with dopamine more focus, more motivation, more retention. (Gee, 2007)
- When students connect new learning to past experiences, there is much more brain activity and retention of learning. (Sousa/Tomlinson, 2011)
- Brain determines if new information is important/meaningful...deletes it if it's not.



1607? Seriously?

You are the leader of an expedition to Jamestown – select 100 people by SKILL SET to help you make the colony a success.

Or...Rank the following issues by level of concern:



Skateboarding & Physics: A Scavenger Hunt!







eva R What is your most prized possession...and what would it take for you to give it away? ("The Gift of the Magi" O'Henry (1905)

Tags in clothing – export/import, trade deficit, geography

Local restaurant menus – decimals, inflation...

Environmental foot print of the school.

Cell phone or cotton gin – which had the greater impact?

High Value + Confidence: Application to Our Work

Teacher Impact

#2
Traits of Self-Efficacious Teachers

- Exert more effort in their work, demonstrate perseverance, and have higher levels of performance.
- Are organized, plan extensively and are typically enthusiastic about their work.
- Are often more open to new ways of doing things, encourage teamwork in class, and are less likely to utilize lecture as their instructional model.
- Have classrooms that are more student-centered with less teacher control, and they often work harder to support struggling learners.
- Have expectations for students they ask tougher questions but give students longer to respond. They model self-efficacious traits for children, including self-reflection on how areas for improvement in the lesson and turning "mistakes" into positive areas for growth.
- They have less need for control in the room; rather, they view learning as a shared responsibility.

Hoy & Davis, Self-Efficacy Beliefs of Adolescents, Ch 7

#3 Motivation & Learning = Start with Success

Retention highest in opening 10. Motivation and success begin in the opening minutes.

Primacy-Recency

David Sousa, How the Brain Learns Math



Fast Lane Frameworks STUDENT-DRIVEN LEARNING



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Traits of a Success Starter:

- Prior knowledge
- Intellectual curiosity
- Success right away
- Often open ended & collaborative
- Feedback
- Hands-on if possible



Want to Double the Rate of Learning? One of the best ways to maximize success for lower performing students: ungraded formative assessments. A steady stream of ongoing, soft assessments can double the rate of learning.

(Black & William, 98)

From: Teaching with the Brain in Mind (E. Jensen, ASCD)

Guidelines for Direct Instruction for New Content		
Grade Level	Approximate Time	
Grades K-2	5-8 Minutes	
Grades 3-5	8-12 Minutes	
Grades 6-8	12-15 Minutes	
Grades 9-12	12-15 Minutes	
Adult Learners	15-18 Minutes	

Inherited Traits:

1.	I can curl my tongue.	Yes	No
2.	My earlobes dangle.	Yes	No
3.	I have dimples	Yes	No
4.	My hands can do a "Vulcan" salute	Yes	No
5.	My hairline has a V-shaped point.	Yes	No

Lines of Symmetry?



The Wizard of Oz Error Analysis

The Wizard tells Scarecrow:

"The sum of the square roots of any 2 sides of an isosceles triangle is equal to the square root of the remaining side."

Our Love for the Avocado: A Supply & Demand Story

- Surging global demand
- Reduced harvests
- Per-capita consumption jumped from 3.5 pounds in 2006 to 6.9 pounds in 2015.
- Heatwaves & Flooding
- Cinco de Mayo





3rd Time's the Charm...





Fact or Fib?

- 1. The trail of mucus snails create helps them find their way home.
- 2. Snails hibernate in the winter.
- 3. Snail racing is an organized sport.
- 4. Most snails have both male and female reproductive parts.
- 5. Snails have teeth.
- 6. Snails feed exclusively on plants.

How Does What We Know About the Opening Minutes Relate to Our Work?

Instructional Frameworks, Resources, Professional Development

#4 Autonomy + Active Learning + Vicarious Success

Choices/Decisions

Here are ten problems- select any six

Writing prompts

Order in which to complete work

Use technology or paper

Work alone or with a partner

Books to read

Jobs to do (editor, layout)

Stand or sit

When to take a brain break





Vocahulary Daily Monu Choice 1

Day	Choice 1	Choice 2	Choice 3
Monday	Create a word art for 3 words.	Select 3 words. Create a rhyme with the words that explains what they mean.	Create a mini-crossword puzzle & answer key with the 3 words.
Tuesday	Select 2 new words from your list. Create a compare & contrast chart.	Select 2 new words from your list. Write a short news story using the words correctly. (1 paragraph)	Select 2 new words from your list. Create a tweet or FB post correctly using the words.
Wednesday	Select 2 new words from the list. Design a package label with the words.	Select 2 new words from the list. Create a T-Shirt design with the words.	Select 2 new words. Create a business slogan with the words.
Thursday	Select 2 new words from the list. Create a meme with the words.	Select 2 new words from the list. Create a sports, weather, or fashion headline with the words.	Select 2 new words. Create a sneaker ad using the words.
Friday	Use your last word. Create a website name with the word & explain its meaning.	Use your last word. Design a piece of jewelry with the word in it. Explain its meaning.	Use your last word. Create a video game name or sport team name with the word.
All the Words	Create a quiz and answer key for all 10 words.	Create a chart with these headings: Term, Info, Picture for all 10 words.	Create a slide show explaining all 10 words.

20-50-80

Points	Task 1	Task 2	Task 3	Feedback / Points
20	Draw: A figure has exactly one pair of parallel sides. What type of figure is it? Draw an example of the figure. A. rectangle B. trapezoid C. circle D. triangle	Draw: A figure "always" has exactly four right angles. What type of figure is it? Draw an example of the figure.	Draw: A triangle has angles that measure 113°, 23°, and 44°. What kind of triangle is it? Sketch a triangle that has these angle measures (as closely as possible).	
50	Define & Explain: Define "perpendicular" lines. Which figures below have perpendicular lines? Explain.	Define & Explain: Write a definition for "square." When describing squares, explain how parallel and perpendicular lines can help us to classify squares.	Agree/Disagree/Explain: The same triangle can be both obtuse and right. Explain your answer.	
80	Draw & Explain: Draw a figure with parallel and perpendicular sides. What is the name of the figure? How do you know that the sides are parallel? perpendicular?	Explain: Can a triangle have a set of parallel sides? Explain why or why not. If needed, include a picture to show your thinking.	Sketch, Label, and Explain: Sketch a triangle and a quadrilateral with as many obtuse angles as possible. Label the obtuse angles. How many obtuse angles are possible in the triangle? In the quadrilateral? Explain your thinking.	
TOTAL				

Active Learning: Engagement & Achievement

Yair (2000)

- Large study (856 students w/wrist bands to gauge engagement.
- Most engaged: lab settings (73.7%) & groups (73%)
- Least engaged: Lecture/teachers talking (54.4%)

Purdue (2009) Same science standard on water quality

- Hands-on, problem based: average test sore 77%
- Traditional lesson (lecture, handouts) 57%

Student-Centered Learning: Locus of Control

Motivation Increases

- Student autonomy
- Student talk
- Decisions by students (order in which to work, partnering, materials
- Students handle resources
- Choices woven in

Motivation Decreases

- Teacher centered
- Teacher talk (80% per Hattie, especially for older students)
- Teachers control resources
- Teachers make decisions

Coosa High School







"Lord, protect me from my friends. I can take care of my enemies." Voltaire

Power - Tubert Meeve

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Law S

49

- Re

. May

- Would you hire a friend? Pros/Cons?
- Mark text with warning flags
- Share with partner
- Decisions Michael III made how could this have been averted?



multimiterities and the second second

They had met a few years before, when Michael had been visiting the stables just as a wild horse got loose. Basilins, a young groom from peasant Macedonian stock, had saved Michael's life. The groom's strength and courage had impressed Michael, who immediately raised Basilius from the obscurity of being a horse trainer to the position of head of the stables. He loaded his friend with gifts and favors and they became inseparable. Basilius was sent to the finest school in Byzantium, and the crude peasant became a cultured and sophisticated courtier.

Now Michael was emperor, and in need of someone loyal. Who could he better trust with the post of chamberlain and chief councillor young man who owed him everything?

Basilius could be trained for the job and Mich brother. Ignoring the advice of those who qualified Bardas, Michael chose his friend.

Basilius learned well and was soon advisin or on all matters of state. The only problem seemed to be n v-Basilius never had enough. Exposure to the splendor of Byzantine court life made him avaricious for the perks of power. Michael doubled, then tripled his salary, ennobled him, and married him off to his own mistress, Eudoxia Ingerina. Keeping such a trusted friend and adviser satisfied was worth any price. But more trouble was to come. Bardas was now head of the army, and Basilius convinced Michael that the man was hopelessly ambitious. Under the illusion that he could control his nephew, Bardas had conspired to put him on the throne, and he could conspire again, this time to get rid of Michael and assume the crown himself. Basilius poured poison into Michael's ear until the emperor agreed to have his uncle murdered. During a great horse race, Basilius closed in on Bardas in the crowd and stabbed him to death. Soon after, Basilius asked that he replace Bardas as head of the army, where he could keep control of the realm and quell rebellion. This was granted.

Now Basilius's power and wealth only grew, and a few years later

that the emperor suddenly realized his predicament: The forr boy had more money, more allies in the army and senate, and more power than the emperor himself. A few weeks later, after heavy drinking, Michael avoke to find himself surrounded b Basilius watched as they stabbed the emperor to death. Then claiming himself emperor, he rode his horse through the street itum, brandishing the head of his former benefactor and best fi end of a long pike.

rouble 1

rouble

Interpretation Michael III staked his furre on the sense of gratitude he thom must feel for him best; he o peror his provide 5 min best; he o ton, and his position. Then, once B it was best to give to him, stren to o men. It was only on the fateful day v moundent smile on Basilius's face that he realized

He had created on the second s

5 Acceleration

The Power of Prior Knowledge

Trapped in a loop... Great Movie: Weak Academic Plan



The mission of acceleration is success on new targets. In class today. Right now. Alongside their peers.



Mr. Mendence - Algebra



The Respiratory System

The Respiratory System



	-	
Acceleration	Traditional Remediation	Our Students
What students CAN do.	Deficit based.	
Tactical, just-in-time	Laundry list of gaps.	
remediation.		
Future-driven; fresh start	Past failures/gaps	
Builds academic confidence	Backwards movement	
Increases engagement &	Out of context	
curiosity		
Prior knowledge imbedded	Lack of relevance	

80-20

Acceleration is a forward moving process that imbeds prior knowledge for new learning. Remediation is just in time and in context. Missing skills are distributed over time when they are to be applied. Scaffolding is provided in the context of new learning.

Power of Prior Knowledge

- Student at 50% percentile. Increase her background knowledge by one standard deviation, her academic achievement would be expected to increase from the 50% to the 75% percentile.
- BUT...if her background knowledge is DECREASED by one standard deviation, her academic achievement would be expected to drop to the 25th percentile.

Marzano, Building Background Knowledge for Academic Achievement (2004)

Role of Prior Knowledge

 "Prior knowledge about the topic speeds up basic comprehension and leaves working memory free to make connections between the new material and previously learned information."

(Hirsch, 2003)

"Perhaps the single most important resource in learning with texts is reader's prior knowledge."

(Vacca & Vacca, 2002)

Research – Prior Knowledge

- Most important factor in learning is what the student already knows... It's far easier to build on something than starting from scratch.
- "Prior knowledge effects readily outweigh effects due to IQ or socalled learning styles..." (114)

Hattie & Yates: Visible Learning and the Science of How We Learn

The Promise of Acceleration (+Tier One) * Zero Period; **Double Dose

Middle A	598 Students, 83%* Free/Reduced	All Students up 6%; 7.2 increase - students with disabilities
Middle B	601 Students, 65%* Free/Reduced	All Students up 7.9%; 14.8 increase - students w/disabilities
Middle C	361 Students (Rural) 81%** Free/Red	All students up 5.6%; 40.7% increase – students with disabilities
High** School		 72% passed the state exam, up from 50% prior year. 80% of students with disabilities passed the exam, up from 20% the prior year.
When?

- Zero period
- Double dose
- Tutoring
- Lunch (Montreal)
- Math club

Principles of Acceleration

In the mission of acceleration: Success on new targets alongside peers

• There is a cohesive, collaborative connection between Tier One and Acceleration.

Instruction in acceleration is balanced between imbedding advance prior knowledge for new learning and remediation, scaffolding forward, and remediation just in time. (80-20)

Strength-based with a mindset of expectations – seeing students as success stories – is present.

Q

Acceleration instruction is student centered, engaging, and of high value.

Motivation and Self-Efficacy Strategies Imbedded into Lessons



Feedback is ongoing, immediate, and growth oriented.

The "Matthew Effect"

The rich get richer, and the poor get poorer.

In reading: Weaker readers often do not enjoy reading; therefore, they read less and typically less rigorous text.

In math: What happens when a learner is in the throes of sustained frustration in math?

How can our decisions inadvertently accelerate the "Matthew Effect?"

Stanovich, 1986

We Know...



Long Journey...



Practices That Keep Students in the Success Loop

Motivator	Application
1. Value of Tasks +Self-Efficacy	Instructional Frameworks, Resources, Professional Development
2. Teacher Impact	Professional Development, Matching to Vulnerable Learners
3. Prioritize Opening Minutes	Retention, Motivation, Self-Efficacy, Professional Development, Resources, Instructional Frameworks
4. Autonomy, Active Learning, Vicarious Success	Scheduling, Grouping, Professional Development, Resources, "Matthew Effect"
5. Acceleration	Programs, Schedules, Resources, Professional Development, "Matthew Effect"



Immeasurable: What if You Hadn't...

- Walked a student to class on the first day.
- Given away your favorite pen.
- Said "I'm glad you are here."
- Shared a sandwich.
- Arranged a field trip.
- Stayed up late developing lessons.
- Stayed late for students whose parents were late...
- Gone to some other parents' child's...recital, game...
- Taken a student to visit a college campus.

Every Child Wants to Be Successful

It may not always look that way...

Every Student Can Learn to Swim