Course Description

*Designing Motivation for All Learners®* is a PLS 3rd Learning course that provides educators with specific strategies for creating a motivating learning experience for students. Participants will explore the various dimensions of motivation, beliefs in ability, and self-efficacy as they analyze learner orientations and learning preferences. Participants will evaluate their strengths as motivational leaders and assess the qualities of a motivational classroom environment. A variety of motivational classroom strategies designed to support content and enhance student motivation will be experienced as participants evaluate how educators can positively impact their students’ desire to learn and support them in becoming confident, self-directed, and successful learners.

Digital vs. Printed Course Materials

Please note:

- There is a **required** $10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the **option** to purchase a printed manual (and other printed corresponding materials) for an additional $30.

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.
Course Outcomes
Upon completion of this course, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.

2. Expand expertise and enhance teacher practice by researching, implementing, and sharing methods, strategies, and activities related to, but not included in, the course curriculum.

3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.

4. Develop activities for the classroom that foster positive mindset and beliefs in ability in students.

5. Construct a learner profile and design interventions to enhance the student’s motivation and learning.

6. Design a lesson that incorporates keep, share, and give decision-making and utilizes strategies that model motivational leadership.

7. Design a lesson for the classroom that synthesizes various motivational strategies and enhances student engagement and learning.

8. Develop support structures for the classroom that provide support between student and teacher, student and self, and student and student.

Institutional Outcomes
(To be listed here)

Course Topic Outline

<table>
<thead>
<tr>
<th></th>
<th>List of Concepts</th>
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<tbody>
<tr>
<td><strong>Section 1: Welcome/Overview</strong></td>
<td>Course overview; icebreakers; motivational hooks; assessing prior knowledge; mind design reflection; motivation profile and self-evaluation; develop motivational hooks for the classroom</td>
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<tr>
<td><strong>Section 2: The Dimensions of Motivation</strong></td>
<td>Interest inventory; flexible grouping; research discussion; fixed and growth mindset; attributing success or failure (effort, ability, task difficulty, luck); SUCCESS equation; self-efficacy; analyzing beliefs in ability; formative assessment strategies; strategies for affecting beliefs in ability; fostering growth mindset; recognizing strengths in self and others; identifying strengths and areas in need of improvement; positive thinking and declarations; motivation profile; applying strategies to the classroom; mind design reflection; review of educational resources; expanding expertise research and application; develop activities that foster</td>
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</tbody>
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positive mindset and beliefs in ability

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<tr>
<th>Section 3: Who Are Your Learners?</th>
<th>Research discussion; building a community of learners; the iGeneration and technology; strategies for the iGeneration; states of student affect in learning (fear, attention, comfort, boredom); appropriately challenging work; assessing risk and managing states of affect; learner orientation (self-limiting, hesitant, and mastery-oriented) behaviors; the learner continuum characteristics; choice window; formative assessment strategies; evaluating learner orientation in pop culture; The Kaleidoscope Profile®; sensory style preferences; perceptual style preferences; organizational style preferences; temperament style preferences; making connections to one’s style preferences and challenges in learning; multiple intelligences inventory, multiple intelligences distinctions; making connections to one’s multiple intelligences; differentiating instruction (content, analysis, practice, product, and evaluation) through temperament style choices and multiple intelligences product choices; multiple intelligences choice window; goal setting; SMART goals; SUCCESS Equation; strategy action plan; celebrating success; motivation profile; applying strategies to the classroom; mind design reflection; incorporate a motivational strategy that enhances student engagement; construct a learner profile and design interventions</th>
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<tr>
<th>Section 4: The Motivational Classroom</th>
<th>Research discussion; inspiration wall quotations; qualities of a motivational classroom; comparing and contrasting teaching and coaching; monitoring teacher message and tone; levels of leadership; characteristics of the levels of leadership; connecting learning profile to leadership style; motivation profile; shared decision making; areas of and modeling shared decision making; leadership experiences; analyzing shared decision making; designing activities with elements of keep, share, and give decision-making; expanding expertise exchange; developing an action plan for implementation; the components of a motivational lesson; motivation and pop culture; evaluating a motivational lesson; collaboratively design a motivational lesson; applying strategies to the classroom; mind design reflection; designing a motivational lesson for the classroom</th>
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<tr>
<th>Section 5: Student Support Structures</th>
<th>Research discussion; building a community of learners; student support triangle; support between student and teacher; assistance guidelines; support statements and practice; praise; empower statements and practice; feedback statements and practice; feedforward statements and practice; support between student and self; self-monitoring; self-assessment; support between student and student; peer-assessment; feedback protocols; presenting and critiquing motivational lessons; develop support structures for the classroom based on the student support triangle; motivation profile; applying strategies to the classroom; mind design reflection; course summary and review</th>
</tr>
</thead>
</table>
Course Portfolio Assessments
Correlations to Course Outcomes and Institutional Outcomes
Throughout the course, participants complete a Course Portfolio that includes various Action Research Assessments and Application Assessments to demonstrate learning, strengthen professional practice, and extend course-related knowledge and expertise. The Action Research Assessments are 50% of the final grade and the Application Assessments are 50% of the final grade. Suppemental and Optional Assessments are assigned at the discretion of the instruction. Grades are assigned in accordance with the criteria-specific rubrics for each assessment.

<table>
<thead>
<tr>
<th>Course Portfolio</th>
<th>Pts.</th>
<th>Correlations to Course Outcomes</th>
<th>Correlations to Institutional Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Resource Reviews</td>
<td>30</td>
<td></td>
<td>Outcome 1</td>
</tr>
<tr>
<td>Assessment 2: Expanding Expertise</td>
<td>35</td>
<td></td>
<td>Outcome 2</td>
</tr>
<tr>
<td>Assessment 3: Motivation Profile</td>
<td>25</td>
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<td>Outcome 3</td>
</tr>
<tr>
<td>Assessment 4: Student Mindset Strategies</td>
<td>20</td>
<td></td>
<td>Outcome 4</td>
</tr>
<tr>
<td>Assessment 5: Motivating Learners</td>
<td>25</td>
<td></td>
<td>Outcome 5</td>
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<tr>
<td>Assessment 6: The Motivational Leader</td>
<td>15</td>
<td></td>
<td>Outcome 6</td>
</tr>
<tr>
<td>Assessment 7: Designing a Motivational Lesson</td>
<td>35</td>
<td></td>
<td>Outcome 7</td>
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<tr>
<td>Assessment 8: Student Support Structures</td>
<td>15</td>
<td></td>
<td>Outcome 8</td>
</tr>
<tr>
<td><strong>Action Research Assessments Total</strong></td>
<td><strong>100</strong></td>
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<tr>
<td><strong>Application Assessments Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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<tr>
<td>Supplemental Assessment 1: Motivational Hooks</td>
<td>[20]</td>
<td></td>
<td>Outcome 7</td>
</tr>
<tr>
<td>Supplemental Assessment 2: Motivation and Pop Culture</td>
<td>[15]</td>
<td></td>
<td>Outcome 7</td>
</tr>
<tr>
<td><strong>Course Portfolio Total</strong></td>
<td><strong>200</strong></td>
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Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecture bursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole
class discussion, analysis of assigned reading, and application of course content and skills to each participant’s individual grade level, subject area, and classroom.

**Evaluation**
The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

**Grading Policy**
(To be listed here)

**Absence and Tardy Policy**
(To be listed)

**PLS 3rd Learning’s Academic Integrity Policy**
PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another’s ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.
Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

**Identity Authentication**

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students’ computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

**Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.
Alignments to *The Framework for Teaching Evaluation Instrument*
Each PLS 3rd Learning course is aligned to the components in *The Framework for Teaching Evaluation Instrument* by The Danielson Group. The alignments for this course are:

**DOMAIN 1: PLANNING AND PREPARATION**
1a. Demonstrating Knowledge of Content and Pedagogy
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1d. Demonstrating Knowledge of Resources
1e. Designing Coherent Instruction
1f. Designing Student Assessments

**DOMAIN 2: CLASSROOM ENVIRONMENT**
2a. Creating an Environment of Respect and Rapport
2b. Establishing a Culture for Learning
2c. Managing Classroom Procedures
2d. Managing Student Behavior

**DOMAIN 3: INSTRUCTION**
3a. Communicating with Students
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment in Instruction
3e. Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4a. Reflecting on Teaching
4d. Participating in the Professional Community
4e. Growing and Developing Professionally
4f. Showing Professionalism
## Course Outcome Correlations with Model Core Teaching Standards (InTASC)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Learner Development</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2: Learning Differences</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<tr>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
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</tr>
<tr>
<td><strong>Standard 3: Learning Environments</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
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</tr>
<tr>
<td><strong>Standard 4: Content Knowledge</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
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</tr>
<tr>
<td><strong>Standard 5: Application of Content</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<tr>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
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<tr>
<td><strong>Standard 6: Assessment</strong></td>
<td>1, 2, 3, 7</td>
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<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
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Standard 7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc


### Course Outcome Correlations with National Board for Professional Teaching (NBPTS) Five Core Propositions

#### Proposition 1: Teachers are Committed to Students and Their Learning.

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

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<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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#### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

They are able to use diverse instructional strategies to teach for understanding.

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#### Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

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</table>
NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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Bibliography


