

GAP CLOSURE TOOLKIT

Strategic Approaches for Success

WHAT MOTIVATES LEARNERS (or any of us) TO WORK HARD?

Daniel Pink, in his book, *Drive: The Surprising Truth About What Motivates Us*, focuses on the ineffective use of a “carrot and stick” approach to motivation. Study after study finds that the reward and punishment mentality results in compliance, at best, and is less successful with students who struggle in the school setting. For students to truly learn, they need to be committed to their work — especially when faced with challenge and setbacks.

A variety of respected sources, below, show consistent messages on motivation.

MOTIVATION PRINCIPLES SUMMARY #1

Source: *Drive: The Surprising Truth About What Motivates Us* by Dr. Daniel Pink

1.1 Sense of purpose — Work has meaning; it provides a social good or a valuable purpose.

1.2 Mastery — Students and adults want to be really good at our jobs; will work hard to achieve mastery if there's a compelling purpose and a belief that we can be successful.

1.3 Autonomy — Students, like adults, prefer to have control over our work and our environment; we may resent interference from others.

MOTIVATION PRINCIPLES SUMMARY #2

Source: Dr. David Dockterman, Harvard (academic mindsets expert; champion of productive struggle)

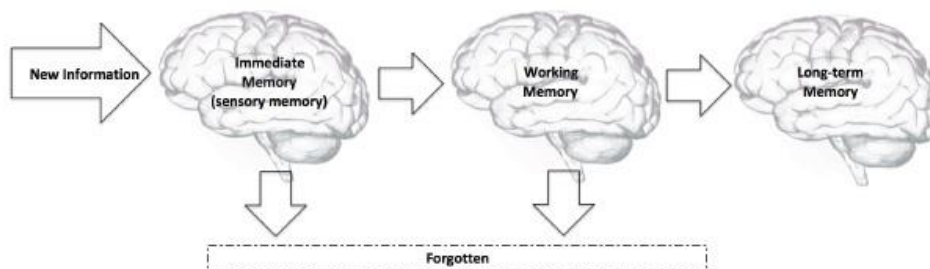
2.1 I can succeed — Human beings are strivers; we want to progress. Learners without a foundation of success lack confidence and too many failures can shut them down.

Sections to help staff, students, and parents:

- **Redefine Intelligence**
- **Understand the Brain, Learning, and Memory**
- **Understand Stress and Motivation**
- **Close Opportunity Gaps**

MEMORY: PART 2 — MAKING MEANING AND CONNECTIONS

Learning is the process by which we acquire knowledge; memory is the process by which we retain it. — David Sousa, How the Brain Learns



Adapted from David Sousa's *How the Special Needs Brain Learns*

Q. How can learning be stored in LONG-TERM MEMORY?

A. To ensure that learning has the opportunity to be retained in long-term memory, learners need to:

A special section for students that teaches strategies for learning and studying.

BRAIN-BASED WAYS TO LEARN AND STUDY

LEARNING IN THE CLASSROOM						
	<p>PURPOSE: This organizer gives you, the student, strategies for taking a more active role in your learning. If for some reason, a teacher is not able to help you understand what's being taught, you can use these strategies to help yourself.</p>					
	SET THE BEST CONDITIONS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ADD8E6;"> <th style="width: 50%; padding: 5px;">Resources for Explaining the Strategy to Students</th> <th style="width: 50%; padding: 5px;">Teacher Goal</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>	Resources for Explaining the Strategy to Students	Teacher Goal		
Resources for Explaining the Strategy to Students	Teacher Goal					
1	<input type="checkbox"/> Let your body/brain know you are ready to learn: <ul style="list-style-type: none"> • Move your body • Clear your space • Take three deep breaths to clear your mind 					
2	<input type="checkbox"/> Remember to SLANT S it Up L ook and L isten A sk and A nswer questions (<i>aloud or in your head</i>) N od your head T rack the speaker					
	IMPROVE KNOWLEDGE & UNDERSTANDING					

Resources to support classroom instruction, professional learning, and communication to all shareholders.

WORKING TOGETHER TO PREVENT ACHIEVEMENT GAPS

The following information identifies topics central to achievement gap strategies. These ideas and resources can be shared with audiences outside schools to build greater awareness and support for improving student readiness.

While these topics may inform in-school discussions, they should also be seen as tools for reaching out into the community. Specifically, schools can build stronger connections with:

- Parent organizations
- Extracurricular sponsors
- Churches
- Groups that serve youth, such as the Salvation Army or mentoring programs
- Court-affiliated family- and child-support groups
- Libraries or community centers
- Recreation departments
- Civic leaders
- Child care and community early childhood providers
- Pediatricians
- School staff

Use these materials for conversations with adults in your community who work with children and youth, and build a wider team focused on achievement issues and student support.

When you have shareholders engaged, let them help shape the message for the groups with which they work.

KASC NOTE: KASC is in the process of working with two schools to let their families and community groups develop simple training materials to use with different community audiences.