

Chapter 5: Next Steps

Please complete the following next steps as you consider changes that may be appropriate for your school or district as you address the root causes of motivation.

1. Examine current practices by considering the following questions.
 - To what extent do staff use student apathy, or a lack of student motivation, to excuse staff members' lack of success in ensuring that all students learn at high levels?
 - How comprehensively do staff, students, and parents understand the school's behavioral expectations and those skills students need for success in school, college, career, and life?
 - How do the five domains of behavioral skills described in this chapter (mindsets, social skills, perseverance, learning strategies, and academic behaviors; page 76) match your expected set of behavioral priorities? How could you embed a few elements that the research defines into your existing list?
 - To what extent do teachers explicitly teach behavioral skills to all students? Do they teach them on a regular (at least weekly) basis?
 - To what extent do teachers embed the modeling, teaching, reinforcing, and practicing of behavioral skills into academic lessons, tasks, and activities? Do they do it on a regular (at least weekly) basis?
 - How do teachers gather, measure, and assess evidence regarding all students' success in learning and displaying behavioral skills?
 - How do teachers give feedback to all students regarding behavioral skills, both students successfully exhibiting these skills and students not yet displaying these skills?
2. Discover research- and evidence-based common-sense practices by doing the following.
 - Use the domains of behavioral skills described in this chapter (mindsets, social skills, perseverance, learning strategies, and academic behaviors; page 76) to diagnose or determine why a student isn't acting motivated or displaying appropriate behavioral skills.
 - Compare your existing list of behavioral skill priorities with the five domains identified in the research, and make slight adjustments to your lists as you deem necessary.
 - Craft learning targets from the behavioral skills that you have prioritized to share with students and inform teaching, learning, and assessment.
 - Explicitly teach a behavioral skill once a week during a fifteen-minute minilesson at the beginning of the day (in elementary school) or in first period, advisory, or homeroom (in secondary school). You can use the same lesson, with slight adjustments for student age, across the school.

- Reinforce behavioral skill practice (of the target skill for the week or month) within academic lessons, tasks, and activities, using strategies presented in chapter 5 at least once a week.
 - Quickly and efficiently gather evidence of students' success in learning and displaying behavioral skills, perhaps starting with students' self-assessments of their success in exhibiting behavioral skills.
 - Dedicate PLC at Work time to collaboratively analyzing evidence of students' behavioral skill success and collectively determining the necessary differentiated supports.
3. Identify what you will stop doing, and develop a stop-doing plan.
 4. Identify what you will start doing, and develop a start-doing plan.