Essential Question

- What are important principals & keys at the foundation of effective teaching?

The Most Effective Teachers

At the core of the PEAK Teaching for Excellence Model™ is the commitment to Performance Excellence for All Kids. That commitment is especially important when we care about the individuals we are teaching AND when what we are teaching is important to learn. When we really care, about our students and about our content, teaching becomes more effective. Let’s look outside of school for examples where the commitment to PEAK exists naturally.

Picture how most parents teach their children to ride a bike or make a bed. Think about how someone taught us to change a tire, or how we might teach a loved one something that is important to us that it be learned. An important exercise is to fully develop the entire process of how you would teach content to your own children at home. What are the differences? Several important points emerge from an examination of common characteristics displayed when teaching loved ones.

First, with parents or friends, teaching and “testing” typically can’t be separated in the process. They occur simultaneously throughout the teaching and learning process until the learning has occurred. This process is quite different from the processes prevalent in most grade levels, content areas, and schools. With parents/friends, assessment is totally integrated within instruction and used by both the learner and the teacher for making decisions as to what has been done well and what might be best next steps. The teaching and assessment process...
continues until the learning standards are ultimately met. For this to happen, the parent/friend adjusts as needed throughout the process. Driven by caring and an intense need for the learner to be highly successful, the process depends heavily on praise, recognition and other supportive efforts. Emotional needs for recognition, praise, support and understanding are addressed and hopefully met throughout the process.

When parents or friends teach, they ensure the learner is fully immersed in the learning throughout the process, and they back off when the learner becomes frustrated or reaches a “saturation point” with the learning. This doesn’t mean they abandon the learning; they merely wait until the learner is ready to begin again. By gradually developing the learning, they hold the learner accountable over time. The learning is more important than the time-frame.

Grades, marks and scores are almost always totally absent from the learning process when it occurs outside of schools. It’s nearly impossible to imagine a parent issuing grades while a child is learning to ride a bike or make a bed! Friends don’t grade each other while they are trying to learn a new game on the playground (Important to note here, we are not advocating eliminating grades from schools. We are suggesting, however, that grades have an impact in schools that are beneficial for only some of our students). If we are able to replicate the effective teaching and learning process from outside of school within our classrooms, we might get through to more of the students for whom the current methods fail to reach. If we are committed to teaching all students, then making a switch to teaching more like we would if we were teaching our best friends or children makes sense.

**Every, Every, Every … a Commitment to Success**

No matter how struggling, no matter how advanced, every student is practicing, learning and advancing correctly to their learning goal. Whether that’s knowing a fact, performing a skill, understanding a concept, applying his/her knowledge or persevering against almost insurmountable challenges to succeed.

**Teach as if You were Teaching Your Own Children at Home or Coaching a Complex Performance Like Basketball.**
**Every Every Every**

“Every, Every, Every” is a three word phrase that represents a commitment to every learner being right, correct, successful and growing with:

- Every question
- Every answer
- Every response opportunity
- Every point
- Every task
- Every interaction
- Every activity
- Every practice
- Every time ... period

Every, Every, Every is a way of being. It’s an approach, a philosophy. It’s a resolve, a way to plan, a way to assess and adjust lessons, units and courses as they unfold.

I can model a portion of my commitment in small segments, but I can’t show it being done. I can live it as I teach and coach, but I can’t do it or model it. It’s who I am: it’s my filters, my commitment, my beliefs ... the backbone to my planning and teaching. It’s not an activity or single anything. It’s a total way to approach everything.

When learners’ confidence is low, highly support and protect them with immediacy to ensure they feel and look successful. This leads to higher levels of confidence and competence. At this low confidence and competence level, learners benefit from relatively easy, not complex questions and tasks accompanied by immediate and thorough support to ensure success. When competence and confidence are high, Every, Every, Every calls for challenging learners with complex questions, problems and tasks while expecting, requiring and supporting perseverance until the learners are ultimately successful.
Practice Makes Permanent

Practice builds retention, proficiency and speed. Practice correctly and get better. Practice incorrectly and get worse and further behind. Successful learning growth takes practice … practice done correctly.

- Practice learning and working correctly with accurate facts
- Practice learning and gaining proficiency and speed with skills and procedures done correctly
- Practice in working with, and developing correct conceptual understandings
- Practice in developing effective, efficient abilities for correctly applying knowledge, skills, understanding and other abilities
- Practice in correctly and appropriately persevering in challenging (if not overwhelming) circumstances until success is reached
- Practice in appropriately accepting setbacks, learning from them and moving onward and upward

Successful Journeys

Successful journeys can lead to successful trips … goals reached … successful ventures. Journeys fraught with errors, wrong practice, mistakes and failures will almost always end in disappointment.

Perseverance to the End … or Quick, Shallow Steps?

Students need to learn to persevere, try hard despite the challenges and setbacks, learn to not give up when they are wrong or something is difficult … and doing this is something Every, Every, Every applies to. Perhaps learning to persevere despite the challenges, no matter how great, until we finally succeed, or until we fail and have to pick ourselves up is one of the greatest lessons we can teach. It isn’t easy, and we need students doing it correctly every time … but we need to help them develop enough confidence and tools to do this.

The desire and ability to persevere in adversity is greatly tied to interest, “what’s in it for me,” and the level of confidence that success can be achieved. For example, if someone is a good skier, they are likely to persevere when it comes to learning and handling a new and more challenging slope. If someone is confident in the singing they love, they are likely to persevere to until they can sing well a more challenging song. But if someone doesn’t care enough to succeed at something, if they don’t value it enough, if they believe it is outside their reach, they will almost always abandon any efforts to achieve it very early in the process. If someone thinks they can’t sing, they will seldom try to reach the challenging notes. If someone doesn’t enjoy swimming in cold water, they will probably not try to swim out to a raft. Perseverance is important to develop, but doing so requires building interest, confidence and skills in a step-by-step commitment. The greater the learners’ desire, the easier it is. The lower the learners’ interest and confidence, the more challenging and often the more impossible it becomes.
Being an Every, Every, Every Teacher

Being an Every, Every, Every teacher is living and working a commitment to continuously grow in ability to plan, structure and execute learning situations so that each and every learner is appropriately challenged, growing, learning, and practicing correctly for herself with all aspects and phases of the learning, whether that’s responding with and learning a correct factual response, or struggling and persevering correctly through complex challenges.

Tools and Approaches

- Multiple Learning Support Stations so that EVERY learner has the appropriate level of support to ensure he or she is correct at EVERY step ... whether the step is learning a fact, answering a factual question, performing a skill, applying knowledge, or struggling to succeed with perseverance and appropriate tools for the task. Learning Support Stations that may apply in any circumstance for different learners include the following:
  - Answer Stations ... where the students can see, learn, or check their answers.
  - Hint Stations ... where students who will benefit from hints can obtain them.
  - Solution Stations ... places where students can check, study, learn how to solve the problems they are doing.
  - Information Stations ... where the students are to access the information they need.
  - Progress Check Stations ... where students check their steps to ensure they are on the “right path.”
  - Exemplar Stations ... where students study exemplars to see patterns, get ideas, compare their work.
  - Answer Check Stations ... place where students check to see if their responses are correct. They can’t go there to get the correct response, they go there to determine if they are correct.
• Example Stations … places where students can study examples in order to learn from them how to do the task they are striving to learn.
• Coaching Stations … where students go to receive one-on-one coaching, or one-on-small group coaching in how to do something or what the meaning of something is.
• Nurturing and Encouragement Stations … places students go to receive encouragement and nurturing as needed to keep them going so they won’t give up.
• Test/Assessment Check Stations … places and ways students check during a test or assessment to ensure they correct missteps.

- Total Response Questioning, Response Journals, Make Sure EVERYONE has the Same Correct Answer. Every one finds, double checks, and coaches neighbors with the correct responses to questions and prompts. Everyone.
- 7 Critical Direction Tools to ensure that all directions are correctly followed as they are given so there are no potentially embarrassing situations.
- Managing student tasks, activities and such by time, not numbers and completion of discrete pieces.
- Elimination of tools such as …
  • Ask, pause, call
  • Ask, accept blurts,
  • “Can anyone add …”
  • “Who would like or can tell me …”
  • Popsicle sticks, cards and random name selectors to call on students
  • Asking questions and timing questions that will result in incorrect responses
  • Asking questions or posing prompts that expose students to risk of embarrassment because of a lack of knowledge or skills

Every, Every, Every during the Teaching and Learning Process

Planning

Throughout the teacher’s planning, the teacher tries to anticipate every place a student could be processing, practicing, answering or interacting with the content incorrectly in order to select and prepare the teaching tools to ensure that EVERY student is developmentally and appropriately correct with every step, response and phase. This commitment to Every, Every, Every requires several important considerations beyond planning lessons or units.

- Determine what the students must know, understand and be able to do as a result of the “entire course” in advance. This includes preparing the summative assessment, during assessment check stations, corrective loops, and re-assessments in advance to ensure alignment all along the way, from beginning to end.
- For each “learning,” determine the learning sequence, instructional and learning tools, support stations and means to ensure Every, Every along the way with the development of the deepest possible knowledge, understanding, application and long-term retention … which includes EVERY student advancing to appropriate stages of perseverance.
- Determine each unit and lesson, incorporating pre-instruction with incremental development until the soak phase to be followed by continued distributed practice and incremental development with full support throughout instruction, practice, interaction and assessment.

**Instructional Plan Execution**

Throughout the execution of the instructional plan, from the first pre-instruction Cloud to the last form of the Summative Assessment, the teacher monitors and adjusts to ensure that EVERY student is developmentally and appropriately correct with every step, response, phase, practice and demonstration of the standards.
Characteristics of Teachers who Teach as if Coaching or Teaching Their Own Children

When what is being taught is important to learn and we care deeply for the learner, parents and friends, in other words – excellent teachers – show the following characteristics:

- Model what is to be learned
- Show the “whole thing”
- Show patience
- Apply pressure
- Show “step-by-step”
- Give lessons in small chunks
- Praise along the way
- Provide feedback opportunities
- Nurture
- Show alternative ways to accomplish the learning
- Re-teach as needed
- Keep a sense of humor
- Share relevance
- Explain
- Let the learner “do it”
- Provide time to practice correctly on an ongoing basis
- Integrate with prior learning
- Encourage
- Incrementally develop essential learnings
- Involve the learner
- Do it again and again
- Never give up – the learner must learn
- Provide correction effectively
- Adjust based on learner needs
- Take ultimate responsibility for learning
- Ensure practice is done correctly
The Three Principles

Said simply, how people teach outside school can be summarized using just three big ideas—the Three Principles of the Most Effective Teachers.

1. **Huge Engagement.** The learners are engaged at three levels: cognitively, physically and emotionally.

2. **Huge Positive Strokes.** The learners receive ample positive strokes throughout the process to provide the needed recognition for success and evidence of progress to sustain motivation.

3. **Huge Unrelenting Coaching Until the Standards Are Met.** Though there will be breaks and pauses as needed, the teacher doesn’t quit until the standards are met.

If we use these three principles to guide our decisions as classroom teachers, we will be teaching in ways that are more like how parents teach their children or friends teach their peers.

Motivation

Motivation is the focusing of energy caused by desires and needs. Some basic beliefs about motivation include:

- Actions are driven by the need to be/feel successful.
- Actions are also driven by the need for Safety, Enjoyment, Independence, Belonging, and a Valued Purpose.
- Nothing is motivating to all people.
- Everything is motivating to some.
- What is positively motivating to some is negatively motivating to others.

The Six Keys for Fostering and Maintaining High Motivation and Achievement

The Six Keys are a decision screen based on human needs. As a decision screen, they are used in the design and assessment of instruction to determine best steps in either initial design or needed improvement steps. The Six Keys are the human need for:

- **Safety** – from fear of embarrassment or physical harm.
- **Success** – through challenging and successful accomplishment and recognition of the continued
growth in valued creativity, competence, skills, and knowledge.

**Love and Belonging** – through valued inclusion, respect, and sincere caring.

**Freedom and Independence** – through the power and the option to make meaningful and valued decisions and choices.

**Fun and Enjoyment** – through engagement in what provides either fun or enjoyment.

**Valued Purpose** – through knowing and believing that what is being done is fulfilling a need, solving a problem or serving a purpose that is valued by the learner.

When using the Keys, it is important to remember to use them, not just protect them. For example, people will often engage in an activity or task simply because they either value the activity itself or value what the task will accomplish for them (safety, success and valued purpose key). However, if the valued purpose doesn’t exist directly, they will often “do” the task if they can protect themselves from feeling embarrassed (safety, success, and indirect valued purpose) in front of those whose opinion they value. In another scenario, they might fear (safety key) they cannot successfully (success key) do what is being asked and look stupid (safety) and refuse to engage in the expected task. Or, they will do something else that will result in what they perceive to be “success” to themselves – even though what they are doing will be perceived by others as negative behavior and typically have long-term, negative consequences.

**Safety Key**

Students are safe from physical harm and embarrassment but not to the exclusion of an effective level of concern. When we truly love people, we protect them, but we do not let them "off-the-hook" from meeting responsibilities. It may require additional time and resources, but they will meet standards if we support them appropriately. If we allow others for whom we are responsible to not meet standards, we are allowing them to ultimately not succeed, which will damage both their success and their safety. In a classroom where the Safety Key is in use:

- There is no sarcasm, and there are no put-downs.
- Each student meets all required standards and objectives.
- There is no undue fear of failure or embarrassment.
- A level of concern is effectively maintained to ensure ongoing best efforts.
- There is adequate structure for each student to know what is expected, what the boundaries are, and what the desired behaviors and responses are.
- There are clearly identified and consistently followed expectations (rules/norms) and appropriate consequences.
- Students feel safe from physical harm.
- Coaching and other support systems are in place to ensure each student will meet the standards.
The teacher ensures there is no undue fear of emotional or physical harm, but at the same time, uses nervousness and/or the need “to look good” to ensure students engage appropriately.

**Success Key**

Students perceive themselves as, and actually are, challenged and progressing successfully with each of their educational experiences and toward meeting all course standards. In a classroom where the Success Key is in use:

- The standards and objectives are challenging and required for all students.
- Learning Support Stations and mechanisms are available to ensure 100% of the students are practicing/doing the content correctly 100% of the time.
- Students receive immediate corrective information.
- Standards and objectives are sorted into three categories:
  - Essential (absolutely required of each student for credit)
  - Important (diligently strived for with each student)
  - Nice-to-know (covered but not pushed with each student). Note: There are no negative consequences if these objectives are not met.
- What is taught, assessed and evaluated are in total alignment.
- Effective instructional and assessment practices are successfully integrated so that all students meet essential and important standards and objectives.
- Instruction engages both minds and bodies at least every 10-12 minutes with learner-controlled feedback loops throughout.
- Multiple and varied instruction and assessment practices are used to meet the needs of diverse learners.
- Directions, instructions and activities are conducted in such a way that students always know exactly what they are to do and how they are to do it.
- Parallel assessments or other applicable “Coaching to Mastery” approaches support all students meeting essential and important standards/objectives at the unit level.
- Parallel assessments support all students meeting all essential and important standards/objectives at the course level.
- Aligned corrective instruction and practice or engagement supports students between parallel assessments at both the unit and course level.
- Distributed practice and incremental development within instruction and assessment ensure both long-term retention and the effective practice and engagement experiences necessary for deep learning.
- Students receive consistent, appropriate and valued recognition for past and present successes in ways and to the extent appropriate for their needs.
- Questions are phrased and used in ways that result in cognitive growth without students being publicly incorrect.
- Students have consistent evidence of progress toward meeting standards and objectives (this is NOT to be interpreted as evidence of progress through objectives and standards with varying levels of mastery and/or less than mastery).
Criteria-for-Credit (academic eligibility) is consistently used.

Students develop the important criteria (rubrics) by analyzing exemplary and non-exemplary examples for important, distinguishing characteristics.

Needed supplies are available for all learners.

Grades and marks for standards are accurate indicators of achievement and do not reflect speed of learning, style of learning or behaviors unrelated to the content standards. The only earnable grades available are excellent ones.

The teacher models adherence to standards established by both the system and the students.

In Liz Balcombe’s classroom, keys hang from the ceiling as a reminder of priorities for all students.

**Love and Belonging Key**

Students feel genuinely cared about, respected, supported and truly accountable.

Relationships are critical for obtaining and sustaining high levels of effort; they are the foundation of effective leadership. The most effective teachers foster positive, healthy and appropriate relationships with their students. Low and high SES students respond to relationships based on sincere caring, understanding and respect … for low SES students this tends to be centered on their human and personal selves, while with high SES students this takes on a dimension of high commitment to meet their educational goals.

In a classroom where the Love and Belonging Key is in use:

- Each student has a sense of fair and appropriate inclusion – there are no in or out groups.
- Sarcasm and put-downs are non-existent.
• Students are required to meet standards and are supported until they do so.
• The teacher adheres to commitments and criteria developed by the students.
• Rules and consequences are fair, known, appreciated and consistently applied.
• Each student’s uniqueness is appreciated.
• Students are equally involved, celebrated and recognized.
• The physical learning environment is neat, organized, well-stocked, lighted and maintained.
• There are strong and appropriate relationships between the teacher and all students. The students believe the teacher sincerely cares about them, their success, their individuality and their needs.

**Freedom and Independence Key**

Students have power with respect to meaningful choices, decisions and goals. In a classroom where the Freedom and Independence Key is in use:

• Students are involved in the development of criteria with teacher facilitation of the critical analysis of exemplars and negative examples.
• Students are provided as many choices as possible, reasonable and safe; they are not allowed to choose whether or not they meet the standards. Choices can include: with whom to partner, how to reach standards and how to prove that standards are met.

**Fun and Enjoyment Key**

Students enjoy their educational experiences. In a classroom where the Fun and Enjoyment Key is in use:

• Students report that the class is enjoyable, interesting and challenging.

• Students report that the indicators for the Safety, Success, Love and Belonging, Freedom and Independence, and Valued Purpose Keys are met.

**Valued Purpose Key**

Students value their educational experience enough to devote adequate energy to it to ensure their success. In a classroom where the Valued Purpose Key is in use:

• Students can articulate reasons that they value for being successful in the class.
• Students respect or value either success in class, themselves or their teachers, parents, peers or others enough that they will do whatever is necessary to authentically succeed.
Operationalizing the Three Principles and Six Keys

The following list of sixteen actions provides a definition for the center of the framework. Later chapters of the book describe multiple possible entry points to the framework and strategies for putting everything into practice.

1. Involve students in engaging instruction that, at a minimum, has students actively processing the content at least every two minutes out of each ten minutes of instruction, and at best, for every important point.
2. Use the Six Keys as a decision screen in planning and conducting curriculum, instruction and assessment.
3. Build and maintain healthy, respectful and demanding relationships with students and between students.
4. Maintain a physical and emotional environment conducive to maximum motivation and learning.
5. Ensure that students have a sense of belonging and respect.
6. Protect students from fear of embarrassment and harm without removing accountability for achievement.
7. Provide students with meaningful choices.
8. Because people value excelling, do all that is necessary to ensure true success.
9. Assume responsibility for each student's success.
10. Provide students with excellent examples for all that is expected of them.
11. Ensure that students are practicing correctly by providing support mechanisms. Students should not have to wait to learn at later dates whether or not their practice has been done correctly.
12. Engage students with questioning that promotes thinking and learning without exposure of error. Every student participates in every response.
13. Support students so that meaningful and challenging standards are met.
14. Require and coach students to mastery of objectives using parallel assessments by objective with corrective instruction and practice.
15. Use distributed practice and incremental development to gradually build understanding, proficiency and long-term retention.
16. Require students demonstrate mastery of each course objective at the conclusion of the course for course credit.
**Personal Motivational Survey**

**Purpose:** to heighten awareness of keys to our motivation first and those of our students second. Use your survey to provide insight as to why many learners lose interest in working hard in school.

**Directions:** Each of us has decided not to pursue learning something or have quit trying to learn something we initially thought we wanted. Please reflect over the following possible causes for these decisions you have made. Rate each on a scale of one to five with one being least important as a reason, and five being most important to you. (NI means the possible cause was not an issue for you).

<table>
<thead>
<tr>
<th>Possible Reasons for Quitting or Not even Starting</th>
<th>Rating of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of or actual feelings of embarrassment</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Fear of inability to do or learn it</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Fear of physical harm or loss of dignity</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not challenging – too easy or nothing new</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Too difficult</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Failure to see desired progress</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Inability to succeed</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Feelings of appearing stupid, wrong, or incapable</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Your belief that you wouldn’t do as well as you would like</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>The instructor’s lack of belief in you and your ability to succeed</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not enough evidence of progress</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not enough recognition for hard work or accomplishments</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>The instructor’s approach didn’t work for you</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Forced into uncomfortable situations with others, in front of others</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Feelings of not being respected or accepted by others</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Feelings of not fitting in with others or the group</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>The instructor or other students were insulting or offensive to you</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td><em>My way or the highway</em> approach or attitude of the instructor</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Excessive feelings of manipulation</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not enough freedom to do what you desired</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not enough freedom to do things your way</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Boring or of no interest</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not fun</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Not enjoyable</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Nothing of value to you was being taught</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>There wasn’t an adequate reason for learning what was being taught</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>I don’t or didn’t like the teacher</td>
<td>NI 1 2 3 4 5</td>
</tr>
<tr>
<td>Too much work or other sacrifice required</td>
<td>NI 1 2 3 4 5</td>
</tr>
</tbody>
</table>

*Note: An extra copy of this survey is included in Appendix for use with students.*
Assessment for the Six Keys

For the whole class, or for an individual student, determine the level of each indicator.

4. all the time
3. enough to feel OK
2. questionable
1. No, this is not true

Valued Purpose

The students agree that:

- What they are learning fulfills needs they have.
- What they are learning is interesting to them.
- Doing excellently in class is worth the effort.
- Their teacher is very important to them.
- Doing well in school is important to their lives.
- Being highly successful in school solves problems or meets needs they have.

Love and Belonging—a caring environment

The students believe:

- All others in the classroom respect them.
- There are no in/out groups.
- They receive recognition and correction in ways that are comfortable.
- Believe they are challenged “just right.”
- The teacher sincerely cares about them and their needs.
- Their classmates and the teacher value them.

Safety

The students feel safe from:

- Embarrassment from exposure of anything they believe is a significant lack of knowledge or skills.
- Embarrassment from possible exposure of anything personal they do not want known.
- Any possible loss of dignity.
- Ridicule, sarcasm, and put-downs. Looking stupid, inadequate, incompetent, nerdy to others.
- Physical harm.

Success

The students think that:

- They are achieving mastery in the learning objectives.
- They are progressing toward mastery of major objectives and tasks—not just progressing through units and objectives with variable levels of success.
- They are engaged in challenging tasks.
- Their contributions are respected and validated.
- They receive corrective, learner-controlled, validated, safe and appropriate feedback opportunities at least every 10-20 minutes.

Freedom and Independence

The students believe:

- They are given meaningful choices impacting how they learn.
- They have significant choices as to how to show their learning.
- They are involved in establishing the standards and options for tasks.
- They basic needs are met in ways appropriate to them.
- Others are not trying to inappropriately manipulate their thinking.

Fun and Enjoyment

The students:

- Find the activities to be fun or interesting.
- Enjoy interacting with others in the classroom.
- Are comfortable in the environment.
- Prefer being in the classroom to being elsewhere.
**Negative Motivators**

Negative Motivators result in students working to escape or fight so they can feel in control and successful in front of their peers.

- Fear of embarrassment or physical harm, lack of respect, appreciation, or caring
- Failure, lack of progress, or incompetence
- Meaningless, valueless, or uninteresting endeavors
- Boredom
- Lack of control or power

**Avoid Extrinsic Motivators**

Extrinsic motivators can increase performance in the short run and lower performance over time.

Extrinsic Motivators are “things” or “actions” that:

- Have value to the students
- Are known in advance by the students
- Are used to change behavior or attitude

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**Reaching Challenging Students**

- Keep It Fast
- Slow Down to Go Faster
- Keep Students Safe
- Keep Students Successful
- Keep Students Engaged 2/or Active
- Raise Standards but Scaffold for Success
- Make Up for What Parents Aren’t Providing
- Convince Students that You Truly Care

Eight essential characteristics of effective teaching with challenging students, whether the students are challenging because they struggle in school or they are highly driven to excel in school.