PDXPERT
COLLECTION

Achievement 1: Managing Expectations, Relationships, and Resistance

Category: Student Motivation and Achievement

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Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Student Motivation and Achievement

Duration: Full workshop – 3 hours

Desired Outcomes:
Participants will…
- Adopt teaching techniques that increase academic achievement.
- Apply techniques that develop good working relationships with students.
- Learn ways to help students overcome resistance to achievement.

Learning Forward Standards for Professional Learning:
- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:
- Handouts
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- "Think About It" Exercise
- Ready, Set, Go Planning Activity

Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics:

1. Teaching Techniques That Increase Academic Achievement
2. Developing Relationships That Boost Student Achievement
3. Overcoming Student Resistance to Increase Achievement

Subtopics:

1. Teaching Techniques That Increase Academic Achievement
   a. The Four-Statement Approach
   b. Teaching Techniques

2. Developing Relationships That Boost Student Achievement
   a. Tips for Developing Relationships

3. Overcoming Student Resistance to Increase Achievement
   a. Techniques for Helping Students Achieve

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Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	**10**
Topic 1 – Teaching Techniques That Increase Academic Achievement	3-18	**65**
Activity – Using the Four-Statement Approach	5	(15)
Discussion Point – Where is the best place an educator can stand when using visuals?	7	(5)
Discussion Point – What metaphors can be used to describe a school?	12	(5)
Break		
Topic 2 – Developing Relationships That Boost Student Achievement	19-26	**45**
Discussion Point – What is the "good company" technique, and why is it effective with students?	21	(5)
Topic 3 – Overcoming Student Resistance to Increase Achievement	27-33	**55**
Discussion Point – Why do students sometimes have resistance to achievement?	27	(5)
Activity – Role-Play	33	(25)
Closing Remarks	34	**5**
Total of 3 hours (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.
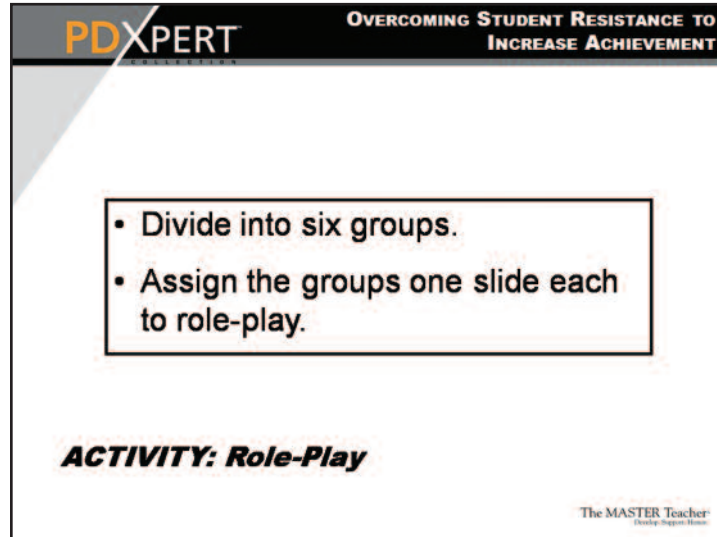
Slide 9

Allow the students to teach each other what they have learned. *This technique is very beneficial. It can transform learning from initial understanding to mastery. Students need to organize their learning. They need to identify key elements and describe what they learned in a way that their classmates would understand. You can also have older students teach the younger ones. This practice is very helpful both to the student who teaches and the student who is taught.*

Help them move to a higher level of performance. *You can show students a bigger personal benefit in doing more work when you want their priorities to match a higher objective. Showing how they will benefit from the project will encourage them to achieve higher goals.*

In an article on self-directed learning, Mardziah Hayati Abdullah notes that you should engage in discussions with students about how they will benefit from learning. It is important for them to feel good about learning and to understand when additional work represents a benefit to them, and is not just another assignment. You can use the following phrases to help students understand how you expect them to view their learning (Abdullah, 2001):

* *I know that I want to learn and that I am a learner, so if I want to learn something, I can.*
* *I like to learn and to solve problems because I know that thinking 'hard' can be fun.*

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Slide 33

Activity: Role-Play
Allow 25 minutes for this activity.

Divide the participants into six groups. Assign one of the five slides about overcoming student resistance to each group. The sixth group can pick any of the five slides. Tell each group to create a role-play where a teacher uses the tips that are on the slide. Each role-play should show the positive points of each tip. Allow 10 minutes for the groups to prepare their skits.

Have groups pair up to perform their role-play for the other. Each group has five minutes to perform.

Debrief: Discuss the positive points of each of the strategies that were shown by the group with the rest of the participants. Ask the rest of the staff to share other instances when the technique could be applied and how effective it would be.

Future Use: The participants will be able to use these tips and techniques in their classes.

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"Think About It" Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Circle the teaching techniques in the list below that you have used in your classroom.

   Encourage students to do well in activities.

   Give students lots of examples and mental pictures while explaining a lesson.

   Have high expectations for all students.

   Allow students to teach each other.

   Point out the important parts of your lectures.

   Use the "good company" technique.

   Give written compliments to your students.

2. Are there any other techniques for increasing student achievement that the presentation did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

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3. Consider situations outside the classroom where you could apply the techniques for increasing student achievement you have learned. How are these situations similar to and different from situations in the classroom?

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