

Motivation Monday

Lost Creek Elementary

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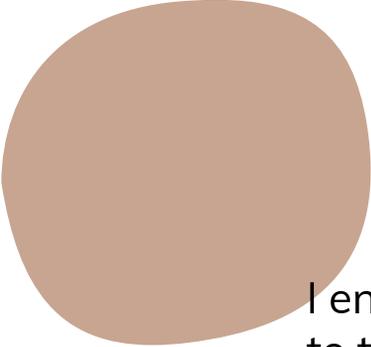
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Background

I enjoy learning and sharing things I have learned. This led me to the following thoughts:

- Teachers want quick, relevant, and ready to use PD
 - There is an endless amount of PD within our own walls
 - How can I learn from my teachers and share that knowledge
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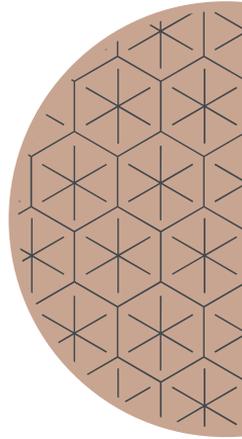


Purpose

My purpose is to increase my capacity as an instructional leader and truly become the head learner.

Wondering

How will my Motivation Monday messages increase my instructional leadership?

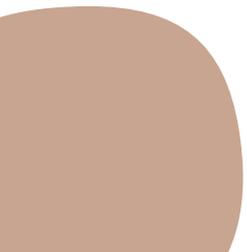


Method

Each Monday morning I will share professional development to all teaching staff through an e-mail. The selected PD will be 5 minutes or less, cover a variety of topics, and could look a variety of ways. The PD will be shared from other teachers and my own research/ findings. Through a Google sheet I will keep record of the type of PD I send out.

Formats include: Infographics, Videos, Google Slides, Google Docs, etc.

Topics include: Resources, Technology, Strategies, Classroom Management, etc.



Data Collection

Qualitative

- Emails
- Observations

Quantitative

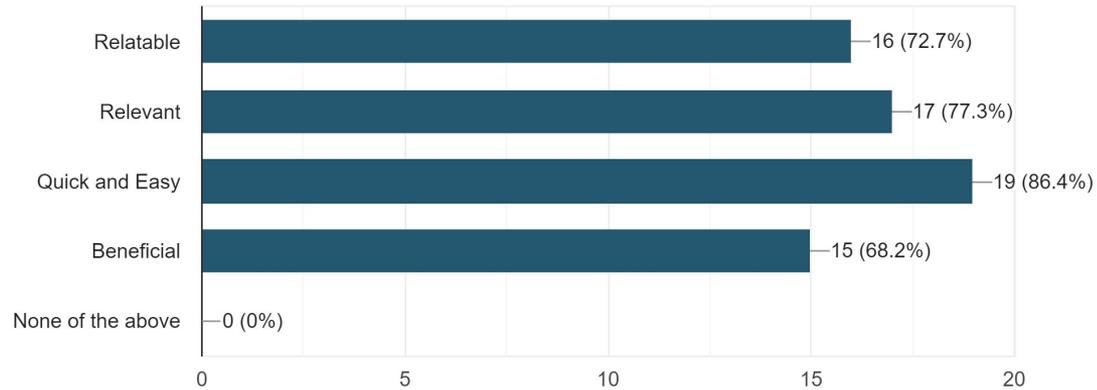
- Survey



Quantitative Data

The Motivation Monday PD is (Please check all that apply.)

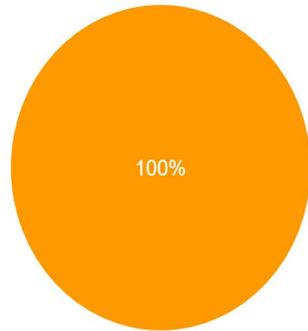
22 responses



Quantitative Data

I feel comfortable talking to my colleagues about the great things they are doing in their classroom.

22 responses



- Disagree
- Neutral
- Agree

Quantitative Data

What is a topic you would like to see covered by a Motivation Monday?

Technology

Classroom Management Techniques

Trauma Informed Practices

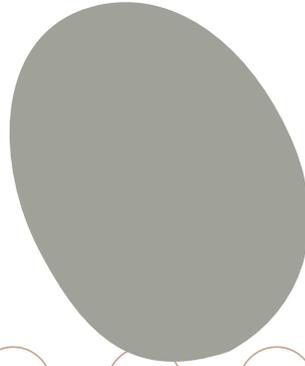
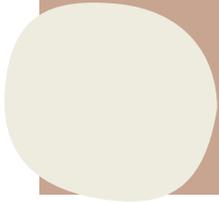
Fine Motor Skills

Stem Integration

Dyslexia

Qualitative Data

- Emails
- Observations
- Conversations
- 13/20 – Teacher



Examples:

- Classroom Economy
- Virtual Magnetic Letters
- Being a Positive Digital Citizen
- Virtual Math Manipulatives
- Video and Stats about ADHD
- Brain Breaks
- Snow Day Scavenger Hunt

Classroom Management Mini-Economy



Mini-Economy Set-Up

It just takes a few steps to get your mini-economy started.

- **Classroom Money:** Create or download a classroom money template. Make copies of each denomination you want to use in your classroom.
- **Student wallets:** This can be as simple as an envelope, zipper pouch, or duct tape wallet for each student.
- **Earning Money:** Determine how students will earn money: classroom jobs, completing work, positive behavior, receiving a compliment, attending school, etc.

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POSTIVE BEHAVIOR Bulletin Boards

• TELL ME MORE •

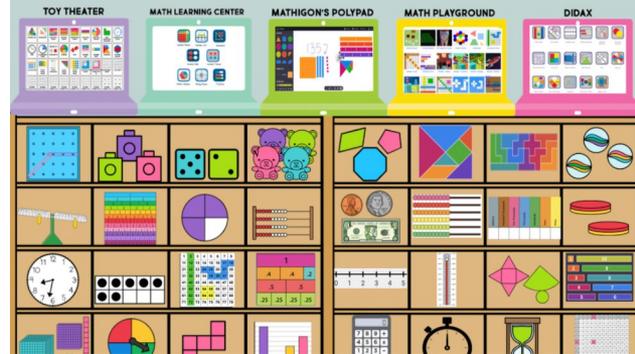
Positive behavior bulletins include a display of a classroom goal, expected behaviors and a whole group reward that students will earn when they reach their goal.

"The visual not only tracks the progress towards the goal but it also helps students stay motivated towards reaching it. Since it changes monthly, the novelty keeps it excited and the engagement doesn't wear off."

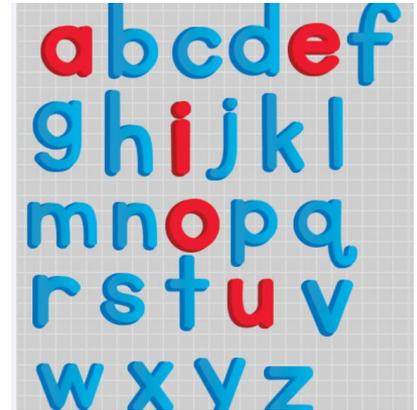
For more information visit
thesassyappleteaching.com



Virtual Math Manipulatives



TOY THEATER MATH LEARNING CENTER MATHIGON'S POLYPAD MATH PLAYGROUND DIDAX



More Examples:

What is a Calm Down Corner?

A calm down corner is a designated spot in your classroom with the sole purpose of being a safe place for students to retreat to when they are feeling big emotions and are needing to reset themselves. Calm down corners allow students to begin recognizing when they are in distress and how to regain control on their own. Check out this calm down corner at Lost Creek



English Class | Laramie York Primary School



in the classroom TRAUMA CAN LOOK LIKE

EXECUTIVE FUNCTION DEFICITS

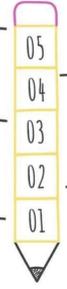
Trauma can inhibit the ability of a child to develop the skills and brain functions needed to plan, organize, and solve problems.

AGGRESSION

Trauma can cause a child to be in a state of hypervigilance. This can appear as aggression or a "short fuse".

ANXIETY

Trauma can make a child more reactive to unexpected changes or information. They may appear as withdrawn and shy, or overly sensitive.

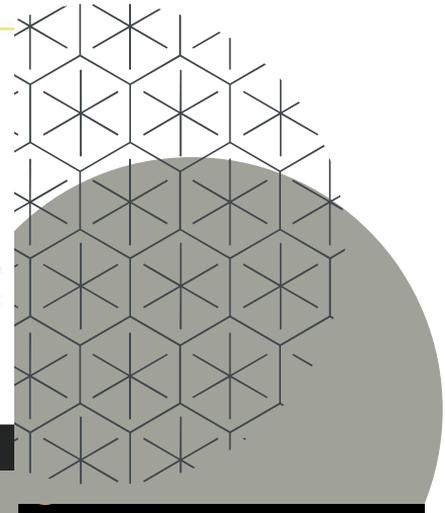


LANGUAGE DEFICITS

Trauma can make it difficult to connect words to experiences which can cause receptive and expressive language delays.

DISTRACTED

Trauma can make it difficult to determine what information is important, and what is not. This may mean that a child will focus more on interpreting the mood of the teacher or safety of the classroom instead of the content delivered.



INSTEAD OF SAYING

"YOU ARE SO SMART"

Try Praising Effort or Process like...

You never gave up, even when it was challenging.	I like the way you tried different strategies to figure that out.
I like how you reflected throughout your learning.	You figured that out by problem solving!
You tried your personal best and look what you achieved.	Your positive attitude towards your learning is inspiring.
You have really improved on...	You showed great perseverance to reach your goal.
What a creative way you decided to do that.	You are inspiring those around you to try their personal best too!
I admire the way you...	You supported your friends when you...
I love how you took ownership of that.	Tell me how you...
You challenged your thinking by...	I can see that you are passionate about!
You show responsibility for your learning by...	I've noticed how hard you've been trying.
You made the most of that challenge.	I can tell you put a lot of thought and effort into that.
You stretched your brain by...	Your hard work is helping your brain grow.
Your hard work has really paid off!	You must have been practising.
You can learn anything.	



Discoveries



Staff

Our school has a lot of talent!



MM

Do you need an idea?
– Teacher A

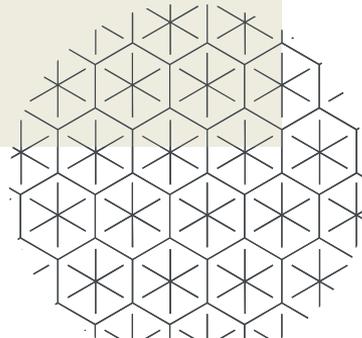


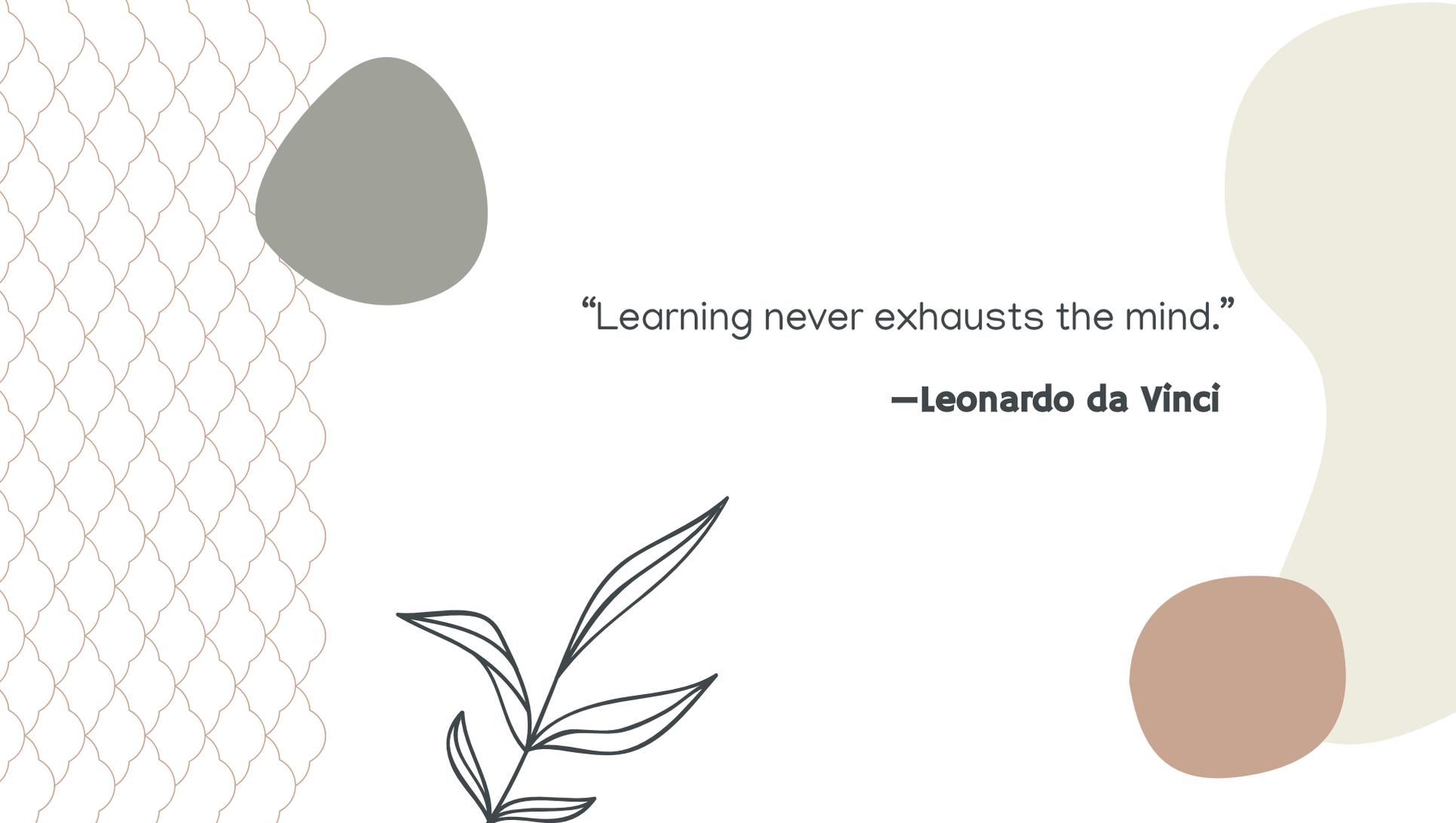
Future

Several topics to expand on for next year.

Final Thoughts:

- Create a digital library for MM
- Appeal to the different phases
- Survey questions in hindsight:
 - Do you feel comfortable talking about your strengths and sharing them with the staff?
 - What is something that you are doing in your classroom that could help a colleague?
- How can I get special areas more involved?

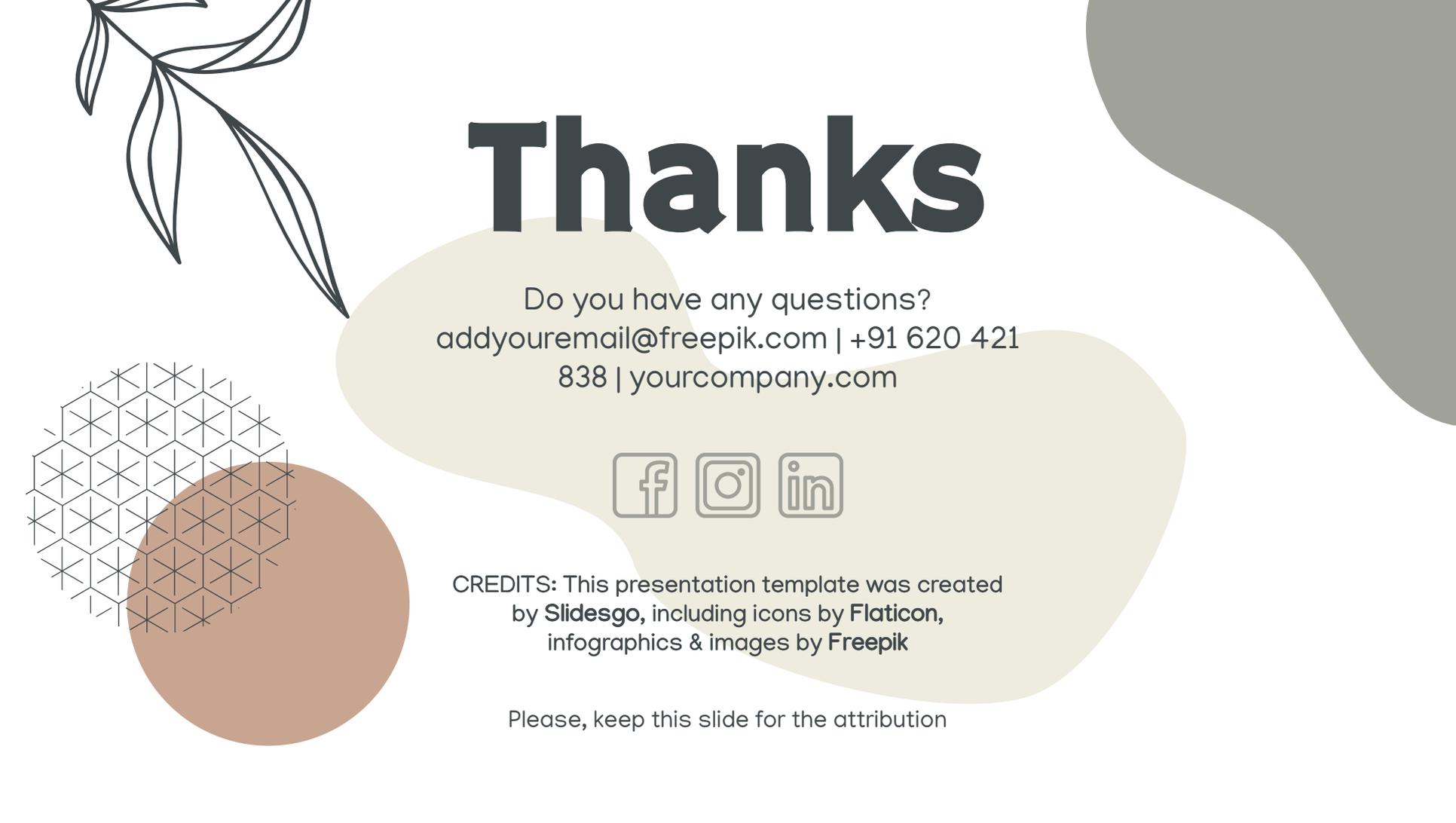




“Learning never exhausts the mind.”

—**Leonardo da Vinci**





Thanks

Do you have any questions?
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Motivation Monday

Principal Name: Ashlee Tanoos

School Name: Lost Creek Elementary

Principal's Email Contact: ashlee.tanoos@vigoschools.org

Background Leading to My Inquiry (Slide 3)

I enjoy the process of learning and being able to share what I have learned with others. This led me to the following thoughts:

- Teachers want quick, relevant, and ready to use PD
- There is an endless amount of PD within the school walls
- How can I learn from our teachers and share that knowledge with the staff

The Purpose of My Inquiry (Slide 4)

My purpose is to increase my capacity as an instructional leader and truly become the head learner.

My Wondering (Slide 4)

How will my Motivation Monday messages increase my instructional leadership?

My Actions (Slide 5)

Each Monday morning I will share professional development to all teaching staff through an e-mail. The selected PD will be 5 minutes or less, cover a variety of topics, and could look a variety of ways. The PD will be shared by other teachers and my own research/ findings. Through a google sheet I will keep a record of the PD I have sent out along with observations of the PD being put to practice.

During my daily walk throughs and in my classroom observations I will look for great things teachers are doing in their classrooms. I will then reach out to teachers to ask for more details about the strategies I saw being implemented, etc. and if I can share it with the staff. I will also research and look for different professional development I notice is needed. For example, positive behavior strategies, and send those out for a Motivation Monday.

The selected PD could be sent in a variety of ways. Some examples I sent were an infographic, such as different ways trauma can appear in the classroom. A google slide presentation on using a classroom economy. Video tutorials on different technology features, a live google doc to add brain break resources too, and resources such as digital magnetic letters.

Data Collection (Slide 6)

Quantitative and qualitative data was collected for my Motivation Monday project.

My Data (Slides 7-10)

A survey consisting of 3 questions was used to collect quantitative data. I had 22 responses to the survey. The first question asked teachers to finish the following statement with all that applied. “The Motivation Monday PD is...”

- relatable
- relevant
- quick and easy
- beneficial
- none of the above.

73% of teachers felt the PD was relatable. 77% of teachers felt the PD was relevant. 86% of teachers felt the PD was quick and easy. 68% of teachers felt the PD was beneficial. 0% of the teachers selected none of the above.

My second question gauged how comfortable teachers felt talking to their colleagues about the great things they were doing in their classroom. 100% of the teachers said they feel comfortable talking to their colleagues. In hindsight, I wish I would have added the question, do you feel comfortable talking about the great things you are doing in your classroom.

The final question asked teachers to provide a topic they would like to see covered by a Motivation Monday. I got back some great suggestions! Topics included: technology, classroom management techniques, trauma informed practices, fine motor skills, stem integration, and dyslexia.

In addition to the quantitative data, I collected qualitative data in the form of emails, observations, and conversations.

- Several emails thanking me for the resources.
- Positive behavior bulletin board put up after MM.
- Virtual math manipulatives and other resources added to class Canvas pages.
- Calm down corners put in use.
- Email giving an idea for a Motivation Monday.
- To this point in data collection, 13/20 of the MM’s have been ideas from classroom teachers.

My Discoveries (Slide 13)

Discoveries... our school has a talented teaching staff! Of course I knew this already, but WOW. The many things I was able to share were priceless.

After returning from winter break I had been slow to begin the MM again. A teacher emailed me with an idea to share. This discovery is important because it showed that when gone, the Motivation Monday emails were missed. Which is huge.

Via my survey, teachers provided a wealth of topics to expand on and continue MM next year.

Where I Am Heading Next (Slide 14)

In the future I would like to create a digital library for the Motivation Monday's to be stored. A place teachers can refer back to and find a topic they may want to look at again.

I would also like to present the messages in a way that appeals to all the phases. I feel this could be a challenge and something that will definitely re-charge my phase while simultaneously attracting attention to the PD. It's a win-win!

Finding relevant professional development that applies to the special area teachers will be on my list for future Motivation Monday's.

Presentation

Tanoos, A. (2022). Motivation Monday. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Publication

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