**Session 2: Motivated by Mastery**

**Objectives**

The goal of this session is to stimulate teacher thinking and collaborative discussion about how they can focus students on mastery goals.

**Guiding Questions**

* How do we focus students on mastery goals?
* How can we help students track their progress?
* How can we celebrate success?

**At a Glance**

* Review of series goals and session goals
* Difference between mastery orientation and performance and social orientations
* Failure is not always a good motivator
* Linking mastery goals to content standards through visual roadmaps
* Discussion of Learning Targets Roadmap
* Teacher reflection on next steps

**Materials**

Paper and writing utensils

Markers/poster materials

Handout 2.1 (Algebra 1 Roadmap)

Handout 2.2 (Bill of Rights Learning Targets)

Handout 2.3 (Blank Unit Plan Template)

Handout 2.4 (Teacher Reflection Questions)

**Additional Teacher Resources**

* Link for Goal Setting and Student Achievement article
* Fires in the Mind Mastery Template
* It Starts with a Spark

**Procedure**

**Introduction (5 minutes)**

Facilitator reviews the guiding questions for this professional development session as well as the components of motivation (BRACE) (Slides 2-3). Emphasize that this session is focused on mastery, and participants will explore ways to help students focus on mastery goals, track their progress, and celebrate success. Facilitator explains contrast between mastery goals and performance goals, and how these also contrast with students’ social goals (Slide 4).

Facilitator emphasizes that FAILURE is not a motivating experience in school (Slides 5-6).

**Strategies for Linking Mastery Goals to Content Standards**

Introduce challenges (Slide 7).

Give examples of visual unit organizers “Roadmaps” (Slides 10-11) and poster of these.

Introduce the Learning Targets Roadmap (Slide 13, teachers have a handout copy).

**Analysis Challenge (20 minutes)**

Have teachers:

* Get in groups of 4 to 6 with at least one other colleague from their department.
* Spend a couple of minutes looking over the Bill of Rights Unit “Learning Targets Roadmap” tool (adapted from a similar example in Myron Dueck, *Grading Smarter Not Harder*).
* Discuss the following questions as a group:
	+ What do you think about how this tool communicates learning targets to students? Helps them track their progress? What strengths and weaknesses do you see with it?
	+ Have you ever tried anything similar? How did it work?
	+ How do you think something like this could be adapted to your subject matter??

Provide 5 minutes for groups to share their best ideas with the whole group.

**Reflection & Next Steps (5-10 minutes)**

Teachers have opportunity to peruse resources and reflect individually using Session 2 Teacher Reflection Questions handout. Mention the availability of the additional resources for teachers listed in the Materials section, which are posted on the professional development series website.