

WELCOME

IARSS Conference
Raising Student Achievement

How to Micromanage Less
and Inspire More

General Problem

AFFLUENT CULTURES CONDITION
LITERAL THINKING PEOPLE.

They lose their thinking ability to identify and project how to meet their future needs when those needs are more often met by others.

More controls to micromanage and govern by rules shifts accountability for self improvement to the manager to overwhelm the system and create failure.

America has excellent teachers.

But the educational delivery system has not changed much in the last 200 years.

Education Model has changed
Receptacles of Knowledge
to
Facilitators of Knowledge

Three Popular Phrases
“If it ain’t broke, don’t fix it.”
“If it isn’t working, don’t keep doing it.”
(My personal addition)
“R U improving? If not, why not?”
Where should the accountability
for learning and improving fall?



Purposeful Intent is the Method

The Triad Performance Improvement System
are The 3 Secret Skills used by top performers
to learn-teach-lead

The central hypothesis is VALUE

RROSR; Multiple Regression; Black Box
are part of the general process learning strategies

Job, Task, Skill, or Relationship
are the applications

Improve Performance in Less Time
is the goal of accountability...
to inspire more and micromanage less

Purposeful Intent is based on...

Psychological Principles
&
Behavioral Rules

What you are about to learn...

does not matter what culture, sex,
age, ethnicity, job title, social class,
politic, religion, or degrees you hold.

Natural Psychological Principles of Desire...

1. Personal needs drive behaviors.
2. To seek pleasure before pain.
3. To improve personal performance & quality of life.
4. To seek approval and belong to groups.
5. To gain independence and help others.

Behavioral Rules

1. The more you do for people, the less they learn to do for themselves.
2. You cannot improve accountability in a micromanagement system.
3. Affluent cultures create literal acting dependent people.
4. Rewarding irresponsible behavior or modeling responsible behavior will not improve personal accountability.
5. A person in need will respect and value more what they earn than what they are given.
6. People will not follow unenforceable rules.

Work with Natural Drives

- ✓ Drive to improve
- ✓ Drive for independence
- ✓ Drive to belong
- ✓ Drive to survive
- ✓ Drive for quality of life
- ✓ Drive to love and be loved
- Can you name others?

What's Your Problem?

Is it a JOB – TASK – SKILL – RELATIONSHIP?

R U IMPROVING? IF NOT, WHY NOT?

Do you know an unmotivated person?

REFLECTION TIME

When you knew your purpose and were aware of your personal needs to be met by how, what, when, where, why...
The results were...????

Vs.

GOING THROUGH THE MOTIONS –
You were unaware; little value
The results were...????

The #1 KEY

PURPOSE

Purpose is the road map to success and your desire to repeat improving activities to feel pleasure.


THE TRIAD
Performance Improvement System



The simple skills learning system that will enhance
your consistent performance improvement
for the rest of your life.

Dr. Pete Andersen

PURPOSEFUL INTENT
MOTIVATING YOUR MIND FROM WITHIN



THEORY
Purposeful Intent

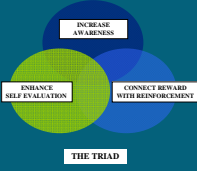
THE CONSCIOUS COGNITIVE MOTIVE
TO SATISFY A PERSONAL
NEED OR GOAL

HYPOTHESIS

Purposeful Intent

VALUED INFORMATION IS STORED AND RETRIEVED
IN THE BRAIN MORE READILY THROUGH COGNITIVE
ASSOCIATIONAL NEURONS THAT CONNECT POSITIVE,
PLEASURABLE, AND SUCCESSFUL ACTIVITIES
AT-WILL-ON-DEMAND

The Triad Performance Improvement System



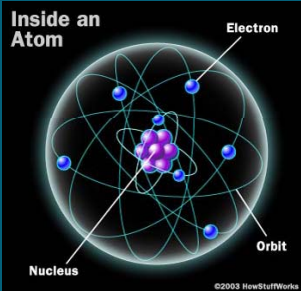
INCREASE AWARENESS

ENHANCE SELF EVALUATION

CONNECT REWARD WITH REINFORCEMENT

THE TRIAD

TRIAD = LIFELONG MOTIVATION

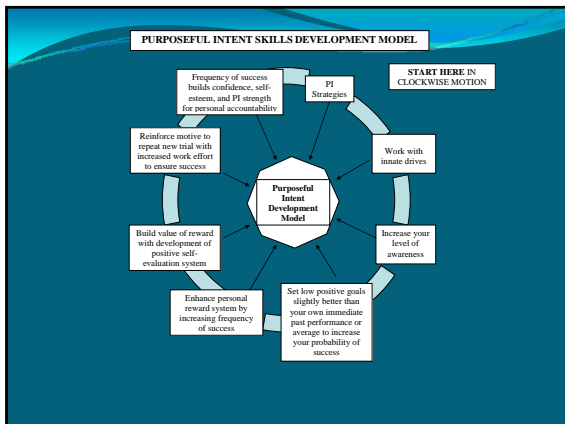


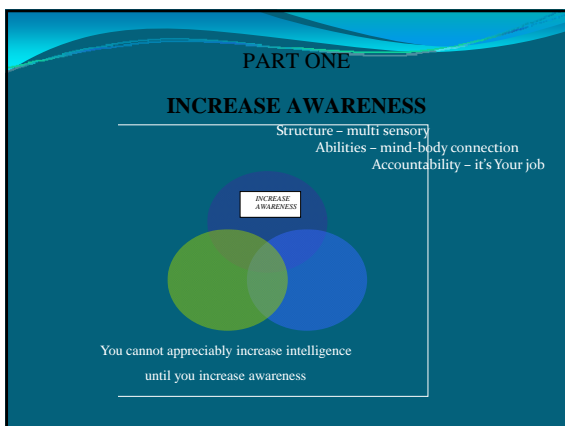
Nucleus

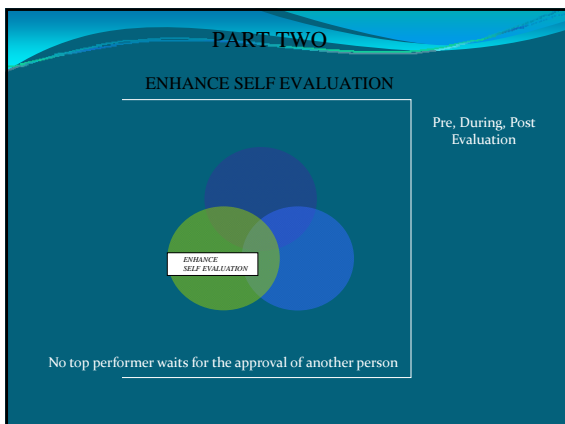
Electron

Orbit

©2003 HowStuffWorks

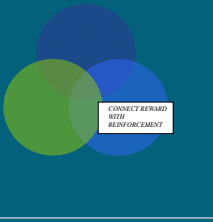






PART THREE

CONNECT REWARD WITH
REINFORCEMENT



You repeat pleasurable rewarded activities you see improvement and avoid or disrupt painful activities

Set low positive goals to increase your probability and frequency of success to reinforce your personal reward system

Performance Value

Purposeful intent increases the conscious state of awareness to create performance value or quality

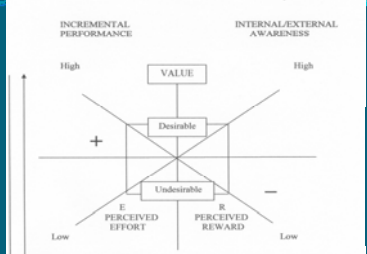
Value is the amount of perceived intrinsic reward divided by the perceived effort

$$V = R / E$$

Activity Value Index

Achievement versus Competition

INCREMENTAL PERFORMANCE INTERNAL/EXTERNAL AWARENESS




Optimal value comes from those performance activities that will contribute the most to reinforce consistent incremental improvements.

Desirable + - Optimal low positive realistic effort and reward in the rectangle

These performances increase your probability for success to enhance your personal reward system.

Undesirable -

- Maximum effort, Minimal reward
- Minimal effort, Maximum reward
- Maximum effort, Maximum reward
- Minimal effort, Minimal reward



The intrinsic performance value is in proportion to the performer's perception of the amount of reward they internalize credit for the result

Inspire Your Students to Ask

- ✓ What is my intent?
- ✓ What is my purpose?
- ✓ What is my goal?
- ✓ What do I need?
- ✓ R U Improving? If Not, Why Not?
- ✓ What are the benefits?
- ✓ Who benefits from the positive results?

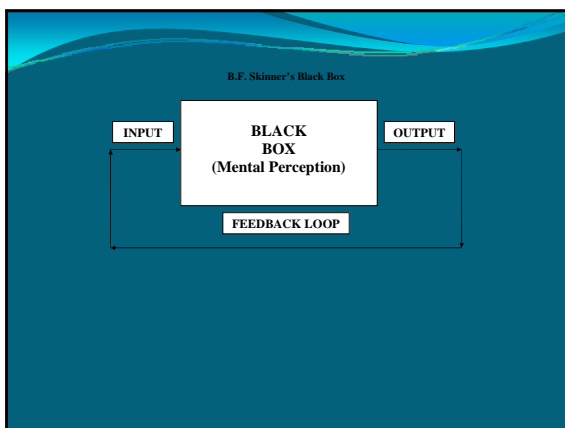
Multiple Regression Equation

Which strategies or cues will you weight that predict the most success value in learning to improve the job, task, skill, or relationship performance?

$$V_1 + V_2 + V_3 + V_4 + V_5 = C$$

R R O S R

RECOGNIZE (strategies, cues)
RECEIVE (sensory information)
ORGANIZE (associations)
STORE (compressed bit maps)
RETRIEVE (at will on demand)



S → R
↘ CR

Strategies to Increase Awareness

- ✓ Make new knowledge skills meaningful & relevant with age-appropriate examples that associate to prior knowledge applications
- ✓ Keep portfolios for students to recall immediate past performance to reflect and create a new goal to create value
- ✓ Only accept low positive goals one point better than their own immediate past performance
- ✓ Provide time to reflect on how to feel when they improve
- ✓ Make graphs to visualize performance improvement

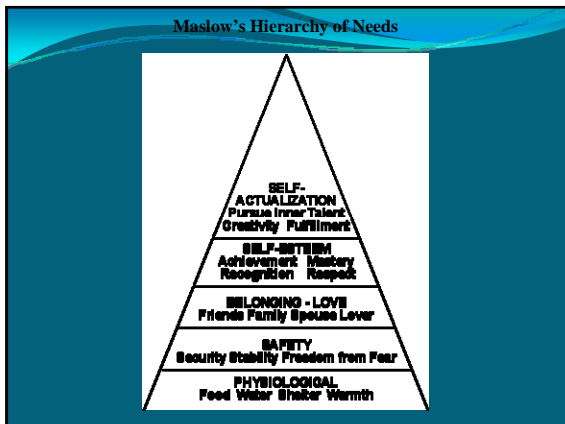
Teaching Methods to Increase Awareness

- Mastery Learning – Do Overs; Failure Is Not An Option
- Sequential Learning; Scaffolding
- A Priori Learning; Meta Cognitive – Constructivist Learning
- Interactive-Differentiated Learning
- Discrimination Learning; Dichotomies
- Discovery Learning
- Multi Sensory Learning (Einstein Factor); Associational Neurons
- Paired Associate Conditioning; Serial Learning
- Value Based and Problem Solving Curricula
- Cooperative learning in stations

Are you aware of...

the best practice strategies that inspire learning for each grade by subject for?:

- Reading
- Reading Comprehension
- Writing
- Organization and Study Skills
- Motivation and Goal Setting



The Philosophical Question

Is inspiration a function of intelligence?

OR

Is intelligence a function of inspiration?

How do you work smarter?

- You have billions of brain cells to use and create multi sensory associations in sequences.
- You are never too young or old to learn new skills.

Why intrinsic motivation is easy to learn

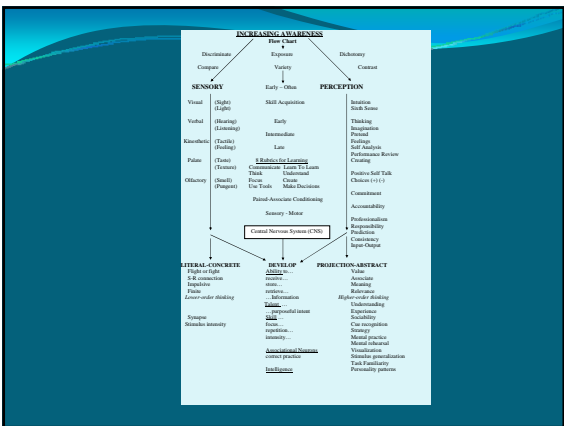
- Understanding Extrinsic from Intrinsic
- Change from extrinsic bribes to intrinsic feeling good meeting personal performance goals
- Breaking down complex tasks into smaller opportunities to reward incremental performance improvements
- You enjoy taking personal responsibility to improve
- You take personal accountability for improving and don't blame the parents or others
- You get to condition a positive personal reward system with more frequent success

- Make up a performance rubric for a job
- Keep an updated portfolio to reflect on success
- Journal your positive accomplishments daily
- Mastery learning – do overs
- Keep workout logs to monitor your effort and progress
- Keep graphs of your performance
- Use multiple performance assessments
- Record your goals and expected outcomes
- Set only low positive goals to increase success
- Write down significant ideas-Cornell note taking
- Sequence your learning in parts
- Report your monthly performance progress
- Reflect on your daily and weekly learning

CPU APPLICATIONS

SENSATIONS – REFLEXIVE BEHAVIORS
Flight or fight; Self-preservation;
Lower-order thinking

PERCEPTIONS – AWARENESS
Projection; Prediction; Valuing;
Higher-order thinking



Keys to Self Evaluation

Define your purpose for every task
Know your needs & abilities and the quality of your work
Make your immediate past performance the standard to improve that you can control
Gain congruence (performance closely approx. goal)
Create a higher personal need to achieve
Hold yourself accountable for working harder to keep improving
Pre During Post performance feedback loops

- Rubrics
- Portfolios
- Journaling
- Mastery learning – do overs
- Work and workout logs
- Portfolio progress graphs
- Posted state standards and benchmarks
- Posted classroom rules of conduct
- Multiple assessments
- Syllabus – student expectations; outcomes
- Goal setting strategy sessions
- Cornell note taking
- Stacking or scaffolding designs
- Reports
- Reflective essays of weekly learning

GOAL SETTING STRATEGY

Set low positive goals only slightly better than your own immediate past performance or average.

WHY???

Do you grade on improvement? Weight?

Strategies that inspire

- ✓ Students choose & post classroom rules
- ✓ Post State goals/performance benchmarks
- ✓ Syllabus explains your expectations
- ✓ Accountability – choices explained up front
- ✓ Rubrics to self-evaluate performance
- ✓ Do overs until you get an A or B
- ✓ MaS > MaF
- ✓ Negatives into positives – oranges/bananas
- ✓ FAILURE IS NOT AN OPTION

½ & Full Day In Services
Student Assemblies
Title II-A Reimbursed – Teacher Quality
Dr. Pete Andersen, Retired Supt., Speaker
Purposeful Intent: Motivating Your Mind From Within
\$26.95 Value * Speaker Discount \$20
Pub. March 5, 2009; my website or Amazon
www.drpeteandersen.com
drpete@drpeteandersen.com
Cell: 618-599-4804 Office: 618-898-1300
