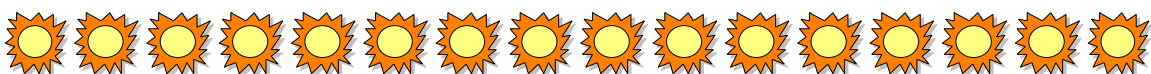
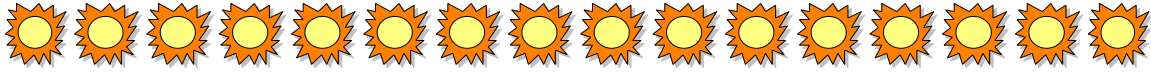


Mrs. Summer's Motivation Mindset

People express all the time that teaching isn't a profession that you just chose on a whim, it is not an occupation that is dazzling with fame, or ever worth the time, energy or money you get each month. Though I don't agree with those ideas, I was still very aware of them. The call for education happened upon me and I felt its pull on me in instead of being at a young age and always knowing I would be a teacher one day. I was actually a junior in high school originally planning to become a musical theater major when it came time to apply for college. However, I soon realized that the theater world was one that was very self-focused and self-improving. This realization did not fit what my heart desired. What I loved about theater was helping people feel something, making a lasting impression on peoples lives, and being able to perform. My high school music teacher told me about how teaching gave you those same feelings, but instead you have the opportunity to actually impact lives everyday. I knew I had to make a change, and this was where my own motivation and passion for teaching began. Motivation is a very complex thing that doesn't always have a formula to produce for people. It takes a lot of work, and normally needs to be differentiated because everyone has a unique style of learning and interests.

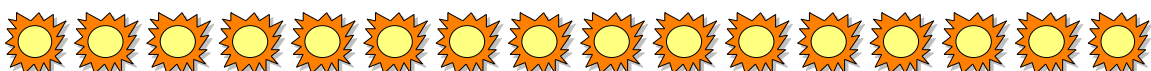
There are a few theories about motivation such as Maslow's Hierarchy of Needs, Mindset theory, Goal theory, and Flow theory, which I plan in to incorporate within my future classroom. Maslow's Hierarchy of

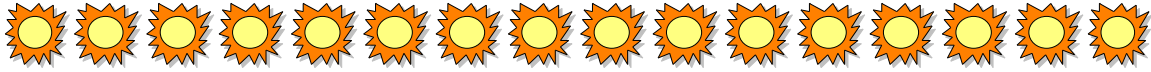




Need is pretty well known to the general public because it can be used through multiple disciplines and not just education. It is a 5-tiered theory meaning the importance is leveled for each component, which are composed of physiological, safety, love/belonging, esteem, and self-actualization. When I was in 8th grade, my step-father was diagnosed with ALS so my need for safety and love/belonging was suffering immensely. Though the situation was very gruesome and still effects me today I will be better able to identify students in my classroom that might have the same issues. I could also be able better gage how to grow their motivation.

Another theory I mentioned was the Mindset theory, which is either a fixed entity, or a growth or incremental view. When the theory is used on a fixed mindset it is more difficult to help students become motivated about something they struggle with because they deeply and truly believe that are not able to overcome the obstacle because they “aren’t smart enough” or other reasons along those lines. As a teacher I plan to instill in my students that when they come to an obstacle that rather than saying, “I don’t know” they should say, “I don’t know yet.” This tells the student that it is okay to not know, but that shouldn’t prevent them from at least trying and being motivated to continue to grow. This brings up the other end of the Mindset theory that it can also be a growth or increment view. With enough effort, determination, and work intelligence can and will improve. When I was a freshman in high school I was required to take Algebra 1 and at first I had the fixed mindset that math has my worst subject, I would

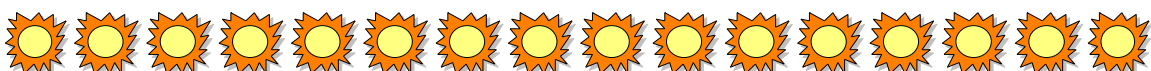


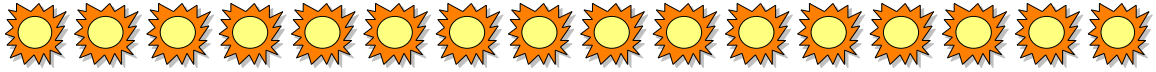


never get better at it, and I would always be defeated no matter how hard I tried. The truth was that I never really did try hard enough, but when I actually applied myself I wasn't too bad at math. The whole first semester I had a D- and when it came time to take the dreaded final, I studied for hours and made many trips before and after school to seek help. Sure enough, I passed the final and ended the class with a C. Now some might say that grade is insufficient, but my math teacher instilled in me to look at my growth and be proud of it. That attitude is what I want to transfer onto my students.

The next theory is the Goal theory, which is separated into three parts such as mastery, performance approach, and performance avoidance. This theory, for me, really depended on what instrument was being used. If it was a paper test, my motivation was very low because I have test anxiety and it's not the best way for me to present what I know. So, I usually presented the performance avoidance goal since I wanted to avoid making myself look incompetent. However, if I was able to give a speech, present a project, or perform a skit I was always motivated.

The final theory I mentioned was the Flow theory. This is where multiple theories could be happening at once. I think this is a useful theory because as showed through my personal narrative, I have experienced all the theories discussed, but sometimes more than one at a time. For example, when it comes to math I still have trouble with my negative fixed mindset and also finding the motivation to not avoid performing well in





that particular subject. Now that I will soon be a teacher it will come in handy to be able to know that these theories can overlap. For example, if I have a student that tends to do really well on all their assignments and test, but then comes across a writing assignment that is challenging and causes the student frustration I might want to consider their fixed mindset. When looking at their writing I would want to emphasize their effort they put into it rather than pointing out the flaws they probably already knew. I believe, with the world my future students will be facing, emphasizing effort over perfection is much more healthy and stimulation.

