

Motivation Planning Checklist for Lesson Planning (Version 1.0)

Remember our 2 formulas to improve student motivation:

1) $B = f(P, S)$
We can CHANGE student behavior by creating STRONGER situations in our classroom

2) $M = E + V - C$
We can create STRONGER classroom situations by engaging in MOTIVATIONAL PLANNING

Expectancy (i.e., Can my students do today's task in my lesson plan?)

To help students believe they can learn, the following components of **Growth Mindset** are being promoted in today's lesson:

5 Possible Situations to Strengthen in Your Lesson

4 Possible Components of Growth Mindset to Reinforce in a Lesson	Teacher Language during lesson	Teaching Pedagogy/Style for the lesson	Activities for lesson (in-class or out-of-class)	Formative and Summative Assessment for lesson	Reinforcing Existing Classroom Norms & Routines
Reinforcing that effort and persistence matters (rather than ability)					
Opportunities for students to appropriately challenge themselves					
Opportunities to learn from mistakes (and the mistakes of other students)					
Opportunities for students to practice using effective strategies or learn new strategies					

Or list other ways you feel you are promoting growth mindset not captured in a box above?

To help students believe they can learn, the following components of **Self-Efficacy** are being promoted in today's lesson:

5 Possible Situations to Strengthen in Your Lesson

4 Possible Components of Self-Efficacy to Reinforce in a Lesson	Teacher Language during lesson	Teaching Pedagogy/Style for the lesson	Activities for lesson (in-class or out-of-class)	Formative and Summative Assessment for lesson	Reinforcing Existing Classroom Norms & Routines
Opportunities for students to have direct success experiences in math					
Opportunities for students to have indirect success experiences by seeing others (especially students like them) successful in math					
Providing messages/coaching (aka, social persuasion) that each student can succeed					
Helping students re-appraise their emotions and physical reactions so they can be adaptive and useful.					

Or list other ways you feel you are promoting self-efficacy not captured in a box above?

Value (i.e., Do my students want to do today's task in my lesson plan?)

To help students want to learn, the following components of **value** are being promoted in today's lesson:

5 Possible Situations to Strengthen in Your Lesson

5 Possible Components of Value to Reinforce in a Lesson	Teacher Language during lesson	Teaching Pedagogy/Style for the lesson	Activities for lesson (in-class or out-of-class)	Formative and Summative Assessment for lesson	Reinforcing Existing Classroom Norms & Routines
Creating situational interest in the lesson (e.g., by "catching" students' interest through activities, demonstration, or case studies that grab their attention)					
Providing rationale/context for why students are learning a particular lesson (e.g., you are learning X today so you can have that skill to do Y in a future unit)					
Connecting what students are learning to real world relevance (e.g., how that topic is actually being used in the real world)					
Connecting what students are learning to personal relevance (e.g., how that topic is used or could start being used by students in their daily lives) or their future lives (e.g., how they are likely to use it later in life)					
Connecting what students are learning to their personal interests (e.g., by allowing students to connect material to their pre-existing interests through activities, homework, assessments, etc.)					

Or list other ways you feel you are promoting value not captured in a box above?