

Self-Assessing Your Motivational Practice

Take inventory of your strategies for lighting the fire of engagement. The following statements list some of the most promising practices in motivating students, divided into sections for each element of our framework (page 2). Read each of the statements, then rate your understanding and implementation of the practice. After rating each statement, star your highest-rated section as your greatest strength. Circle your lowest-rated section as an area on which to focus your professional development and learning.

Rating Scale

4 = The fire is burning strongly! I do this frequently and with intention.

3 = The fire is lit! I sometimes do this.

2 = The wood is in place; fire is not yet lit! I know what this is, but I do not do it.

1 = There is no wood or fire! I do not know what this is or how to do it.

Building a Classroom Learning Community	1	2	3	4
1. I obtain knowledge of my students' interests and personalities.				
2. I assess my students' learning styles.				
3. I use what I know about students to plan instruction.				
4. I teach students how to pay attention to what helps them learn.				
5. I help students understand how I structure lessons and assignments to match their learning styles.				
6. I solicit student feedback on class activities and procedures.				
7. I gather knowledge of my students' cultural backgrounds and contexts.				
8. I create an environment and activities that reflect and respect the cultural backgrounds and contexts of my students.				
9. I build relationships with my students and help them build relationships with each other.				
10. I treat students with respect.				
11. I provide discipline and structure.				
12. I seek student input.				
13. I communicate clear expectations and directions.				
14. I quickly redirect disruptive behavior.				
15. I create a comfortable, clean, and welcoming classroom environment.				

Describing and Planning Learning					
1.	I prioritize the standards and learning objectives to emphasize the important content and throw out the garbage that wastes time.				
2.	I write and share learning objectives in simple, easy-to-understand language for students.				
3.	I create assignments with clear learning objectives that are aligned to the standards and assessments.				
4.	I use formative assessment to measure students' progress toward the objectives.				
5.	I make students think and problem solve.				
6.	I ask students to brainstorm possible answers and defend their thinking instead of telling students the answer.				
7.	I increase the level of complexity as students gain understanding.				
8.	I create real-world connections with students' prior knowledge, experience, culture, and community.				
9.	I co-create criteria and activities with students.				
10.	I hold high and realistic expectations.				
Finding Adventure					
1.	I love teaching.				
2.	I ooze with enthusiasm.				
3.	I show passion for the content.				
4.	I use irresistible hooks, clever closures, and humor to keep lessons fun.				
5.	I use technology to engage learners.				
6.	I use games to help students learn, review, and remember content.				
7.	I create mystery and anticipation.				
8.	I spice up the lesson. I go beyond direct instruction and worksheets.				
9.	I celebrate successes, even the small ones.				
10.	I plan for students to move around during instruction.				

Promoting Choice and Control				
1. I provide quality choices in instructional activities, assessments, and tasks.				
2. I give students responsibility and make them feel important.				
3. I structure opportunities for students to set goals for progress on tasks or behaviors.				
4. I provide opportunities to celebrate student success, and I use rewards carefully.				
5. I integrate the arts into my lessons to engage students' different learning styles.				
Ensuring Learning				
1. I use assessment before, during, and after instruction.				
2. I teach students to self-assess.				
3. I ask and elicit quality questions.				
4. I require students to analyze their mistakes and revise their work.				
5. I give specific feedback by describing what students know and what they need to do next to get better.				
6. I give specific praise that tells students what they have done well.				
7. I provide time for students to recognize quality and not quality work, review their work, recognize their own mistakes, and self-assess.				