

Balanced use of motivation strategies for diverse students

(Motivation = (the student's expectation of succeeding in the task) X (the value the student places on the task))

Do I use both:		Visible in plans & materials?	Visible during instruction?	Visible in marks on student work?
a range of strategies for increasing students' expectation of success in the task	Use my knowledge of students' past work to design specific opportunities for success.			
	Teach students to set reasonable goals and to assess their own performance.			
	Help students to recognize (in successful work) the relationship between effort and outcome.			
	Provide students informative feedback about their performances and products.			
and				
a range of strategies for increasing the value that students place on the task?	Show my own interest in learning and the matter at hand.			
	Relate lessons to students' own lives.			
	Provide opportunities to choose question, topic, task, partner, materials, etc.			
	Provide opportunities to respond actively, to work actively with the subject.			
	Provide opportunities to interact with peers in the course of the work.			
	Enable students to complete finished products (something they can be proud of).			
	Effectively (descriptively, sincerely) praise good work.			

*Adapted from Carol Simon Weinstein and Andrew J. Mignano (2003). Elementary/Secondary Classroom Management: Lessons from Research and Practice. New York: McGraw-Hill