

ENGAGEMENT

Motivating and Inspiring Students

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

MOTIVATING AND INSPIRING STUDENTS

To motivate and inspire students, a teacher can encourage students to self-reflect, set personally relevant goals, and connect to something greater than themselves. Such activities should trigger students' emotional response systems and be immediately relatable to students. Inspiration—when an individual sees evidence that his or her ideals are true—often creates a meaningful emotional response that can facilitate students' progress toward the completion of personally relevant goals or projects that help others.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students set long-term goals and identify the steps needed to accomplish them.
- Students express emotional responses to content presented or projects assigned.
- Students engage with other members of the community in meaningful ways.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Motivating and Inspiring Students

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I use activities designed to motivate and inspire students, and I monitor the extent to which my actions affect students.	I use activities designed to motivate and inspire students, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher does not engage students in personally relevant goal-setting activities or reflective practices. He occasionally creates long-term projects, but students have no input in designing the projects or setting goals.

Beginning (1): A teacher engages students in motivating and inspiring activities, but provides little guidance. She asks students to complete personal projects but does not support students in setting short-term goals, nor does she provide time for students to work on their projects. As a result, students feel lost and overwhelmed.

Developing (2): A teacher conducts lessons in which he teaches students strategies for mindfulness as they relate to their efforts in class. However, he does not monitor students' behavior afterward to see if they continue to use the strategies successfully.

Applying (3): A teacher engages students in long-term projects of their own design. He helps students set personally relevant long-term goals and create plans for achieving those goals. He monitors students' progress toward their goals and helps them re-evaluate their short-term goals as necessary to complete their long-term goals.

Innovating (4): A teacher combines multiple strategies that encourage both personal growth and a connection to something greater than self. She asks students to complete altruism projects, but several students display a lack of self-efficacy, saying that they are "too young to make a difference." Before starting the projects, the teacher uses inspirational media that show other students of their age making an impact on their community. Throughout the project, the teacher has students write weekly entries in their gratitude journal that relate to their progress on their altruism projects, focusing particularly on the impacts they have made in others' lives.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Academic Goalsetting

The teacher helps students identify long-term academic goals to be accomplished over the course of a unit, semester, or year. The teacher then works with students to help them identify specific actions and smaller, short-term goals that, if completed, will help them accomplish their long-term goals. For example, a teacher might set long-term goals with students at the beginning of the semester. In order to do this, the teacher asks students to identify individual goals as well as three or four actionable steps that they can take to achieve such goals. The teacher reviews students' plans, then sets aside one class period to meet with students briefly to review their goals, ensure their goals are realistic, and discuss their actionable steps and short-term goals.

Teacher Actions

- Ensuring students' long-term goals are realistic
- Identifying actions and short-term goals that would help students achieve their long-term academic goals

Desired Student Responses

- Setting long-term goals
- Identifying actions and short-term goals that help accomplish long-term academic goals
- Adjusting goals and actions as needed

Extra Support

- Using progress worksheets or calendars to help students stay on track to accomplish their goals

Extension

- Asking students to set due dates for their various goals and to monitor their own progress toward their goals

Academic Goalsetting Worksheet

Name: _____

Long-term academic goal: _____

Complete by: _____

Related short term-goals:

1. _____

Complete by: _____

2. _____

Complete by: _____

3. _____

Complete by: _____

Actions I can take to accomplish this goal:

1. _____

2. _____

3. _____

Encouraging a Growth Mindset

The concept of the growth mindset, championed by Carol Dweck (see *Mindset: The New Psychology of Success* [2006]), refers to the idea that what we think of as intelligence is actually a learnable skill. In other words, people with growth mindsets believe that they can increase their intelligence or abilities through hard work. On the other hand, those with a fixed mindset feel that intelligence is innate and cannot be changed, regardless of effort. Within the classroom, it is important for a teacher to inspire growth mindsets in students, as students with growth mindsets are more likely to develop new skills and remain optimistic about challenging tasks, while students with fixed mindsets tend to choose activities that play to their existing strengths and are more likely to give up when faced with a challenging problem.

Teacher Actions

- Differentiating growth mindsets and fixed mindsets to students
- Asking students to identify areas in which they have growth mindsets and areas in which they have fixed mindsets
- Providing examples of people who have worked hard to develop their abilities

Desired Student Responses

- Identifying areas in which they have growth mindsets and areas in which they have fixed mindsets
- Making changes to the language they use related to areas in which they have fixed mindsets

Extra Support

- Posting visual reminders, such as posters and charts, around the classroom that ask students to consider growth and fixed mindsets

Extension

- Asking students to identify an area for which they have a fixed mindset, monitor how they think about their abilities in this area, and create long-term plans that seek to change their mindsets to be growth-oriented

Technology Tips

- Have students keep online journals that can be accessed at home to monitor the extent to which their actions reflect growth or fixed mindsets.

Tips for Encouraging a Growth Mindset

When addressing the concept of growth mindsets with students, a teacher can use the following steps to help students understand the differences between growth and fixed mindsets and to help them apply this knowledge to their own lives.

1. **Define *growth mindset* and *fixed mindset*.** A teacher can use the following definitions: A growth mindset is the belief that with hard work, one can increase his or her abilities, intelligence, or skills; a fixed mindset is the belief that work cannot affect ones abilities, intelligence, or skills—people are born with a specific set of abilities that does not change.

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2. **Provide examples of a growth mindset and examples of a fixed mindset.** The teacher could use the following table to provide students with examples of each mindset.

Fixed Mindset	Growth Mindset
“There are some subjects in school that I am good at, and some that I am not good at.”	“There are some subjects in school I try harder at than others.”
“Failing is never okay.”	“Failing can be okay if I learn something.”
“Some of my peers are smarter than I am.”	“Some of my peers try harder than I do.”
“Sometimes trying harder helps, but it doesn’t really change how smart you are.”	“If I wanted to be smarter in certain subjects or better at certain activities, I could work harder.”
“I know I can do well at the things I’m good at.”	“I know I can do well at anything if I really want to.”

3. **Explain how an individual may have a growth mindset in one area of their life but a fixed mindset in a different area.** For example, a student may have a fixed mindset in terms of his or her ability with mathematics; that is, the student believes that no matter how much work he or she puts in, he or she will always be bad at math. This same student, however, may have a growth mindset when it comes to athletic abilities and recognize that when he or she practices a sport, his or her abilities increase.
4. **Ask students to reflect on areas in which they have growth mindsets and areas in which they have fixed mindsets.** The teacher could ask students to engage in a writing exercise in which students consider various abilities and intelligences and assess the degree to which they feel their mindsets are growth-oriented or fixed. The teacher could also identify various areas (for example, mathematics, writing, athletics, time management, social skills, and so on) and ask students to determine whether they have growth or fixed mindsets in these areas. Finally, a teacher might also use an assessment, such as those found at mindsetworks.com/assess, to help students assess their mindsets.
5. **Ask students to experiment with changing their mindsets from fixed to growth-oriented.** In order to have students change their mindsets, a teacher should ask students to examine their beliefs and the thoughts they hold about themselves. Once students identify thoughts that are characteristic of fixed mindsets, ask them to experiment with changing their inner narrative to one that reflects a growth mindset. For example, a student who has a fixed mindset when it comes to athletic abilities might think, “I’m bad at sports and always have been.” That student, when thinking such thoughts, might try to alter the dialogue: “I don’t practice enough when I play sports, which is why I often think that I’m bad at them.”
6. **Explain to students that mindsets can change.** A teacher can explain to students the idea of *neuroplasticity*—that the brain changes and adapts in response to an individual’s experience. As such, the brain modifies itself based on the needs of an individual. The teacher can provide instances of this phenomenon to students. For example, the teacher might explain that in a study comparing the brains of taxi drivers and bus drivers, the taxi drivers had larger hippocampi (the part of the brain responsible for spatial recognition and representation), as they have to navigate entire cities based upon the needs of their passengers, while bus drivers repeatedly drive the same route and do not exercise that part of the brain as much. The teacher can also find examples of individuals who worked hard in order to develop unlikely skills and abilities.

Possible Selves Activities

A teacher can use possible selves activities to help students imagine what they could develop into later in life. Without such considerations, students may not be cognizant of the full range of possibilities available to them nor recognize that certain possible selves could be achieved that previously seemed off-limits or unattainable. Once students have an idea of the range of directions their lives could take, they may be more able and motivated to develop skills and acquire knowledge necessary to achieve specific goals. For example, a student may decide that she wants to become an astronaut after a possible selves activity, though previously she had never considered this as a possibility. This student may dislike math, but really enjoy science classes. After recognizing the possibility of becoming an astronaut, the student researches the education, background, knowledge, and skills necessary to enter the space program. With this knowledge, the student may begin to try harder at math, as she recognizes that competence with mathematics is a skill required of astronauts.

Teacher Actions

- Asking students to consider possible selves, including those that seem unattainable
- Providing examples of possible future selves to students
- Helping students identify skills and knowledge necessary to achieve specific possible selves

Desired Student Responses

- Identifying possible selves they could develop into later in life
- Explaining the link between their choices and achieving their possible selves
- Identifying skills and knowledge needed to achieve their possible selves as well as ways to obtain such skills and knowledge

Extra Support

- Providing lists of potential careers (and their necessary skills and knowledge) to students so that they can envision themselves in those specific professions

Extension

- Asking students to project how their accomplishments may spawn further accomplishments that they had not planned; for example, playing football in high school and really committing to it could lead to a scholarship at a prestigious university, which in turn could allow a student access to a specific major necessary for his or her potential self

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Sample Possible Selves Activities

Activity	Description
Accomplishment introductions	Ask students to introduce themselves in a way that indicates something they would like to accomplish someday. For example, students might think of a person who has accomplished something similar to their goal and then introduce themselves using their first name and the last name of the person they thought of. If a student named Jake wanted to be a star football quarterback someday, he might introduce himself as Jake Manning (in recognition of Peyton Manning, the star football quarterback for the Denver Broncos). If a student named Christina wanted to be a writer someday, she might introduce herself as Christina Rowling (in recognition of J. K. Rowling, author of the Harry Potter series).
Life images	Ask students to find pictures of individuals doing various activities related to school, work, family, lifestyle, community service, health, or hobbies. For example, students might search in magazines or online for pictures of people engaging in specific fitness activities that they are interested in or enjoy. Doing this helps students see that they too can engage in a variety of activities and having a picture serves as a visual reminder.
Timelines	Have students create timelines for their futures. Ask them to think about what they would like to do or accomplish in the future (imagining as far into the future as possible). Have students think specifically about important choices they may have to make, roadblocks they might encounter, or circumstances that might affect their future goals. Teachers can guide this work by helping students understand what typically takes place after high school, including school or career choices, opportunities to move away from home, increased responsibilities, and so on.
Possible selves research	Ask students to find information about what is required to become their possible selves. For example, a student who wants to become a restaurant owner and chef might research how to operate a successful business, which type of cuisine he or she would like to focus on, and how to get started (for example, by attending a culinary school or by starting with a food truck and eventually moving into a restaurant space). A student who wants to become a teacher might research what education is required, which schools are the best, and what jobs or volunteer opportunities might be available to get an idea of what it's like to work with kids.
Informational interviews	Help students contact adults in their communities who have accomplished goals similar to those of the students. For example, a student who wants to run her own business someday might use a list of women-owned businesses to find individuals who can advise her about her journey. A student who wants to become a nurse might reach out to a local hospital or doctor's office to ask for an interview or the opportunity to job shadow for a few hours.

Personal Projects

The teacher can use personal projects—projects that require students to select a personally relevant goal and work toward it—to encourage students’ desire for personal growth. In order for personal projects to be successful, however, students must select topics they are truly interested in and excited about. Personal projects are often related to broader life or long-term goals rather than academic content. The teacher should have students consider the following seven questions at various stages of the personal project to help students remain focused throughout their project.

1. What do I want to accomplish?
2. Who else has accomplished the same goal, and who will support me?
3. What skills and resources will I need to accomplish my goal?
4. What will I have to change in order to achieve my goal?
5. What is my plan for achieving my goal, and how hard will I have to work?
6. What small step can I take right now?
7. How have I been doing? What have I learned about myself?

To further motivate a class, the teacher can choose his or her own personal project and model appropriate behaviors, such as researching, setting smaller goals, and re-evaluating timelines.

Teacher Actions

- Asking students to identify personal goals
- Asking students to create plans to achieve their goals
- Connecting students with specific resources that could help them accomplish their goals (role models, mentors, research, and so on)

Desired Student Responses

- Choosing personal goals and creating plans to achieve those goals
- Monitoring their progress toward their personal goals
- Using the seven personal-project questions to plan and monitor progress toward their goals

Extra Support

- Providing visual reminders of the seven personal-project questions

Extension

- Asking students to complete extensive research independently to inform their personal projects before beginning

Technology Tips

- Allow students to use technology, such as classroom computers or iPads, to conduct research for their personal projects.
- Have students create videos that explain their personal projects, the process of creating them, and difficulties and successes encountered.

Personal Projects Worksheet

Name: _____

What do I want to accomplish?

Who else has accomplished the same goal, and who will support me?

What skills and resources will I need to accomplish my goal?

What will I have to change in order to achieve my goal?

What is my plan for achieving my goal, and how hard will I have to work?

What small step can I take right now?

How have I been doing? What have I learned about myself?

Altruism Projects

Altruism projects encourage students to connect to something greater than themselves. The teacher should have students brainstorm aspects of their community that they are interested in getting involved with. Once a list is generated, the teacher can either group students interested in similar things together or have the whole class decide on one topic from the list to address. The class or groups brainstorm potential ways to help and create action plans with specific steps for setting their altruism projects in motion. The teacher should provide help but take care not to lead the project, as this takes ownership away from the students. The teacher may also want to reach out to parents for their assistance if specific altruism projects require time or resources outside of class for execution.

Teacher Actions

- Providing examples of altruism projects in which other students have engaged
- Helping students at different stages of the project to ensure implementation goes smoothly
- Communicating with parents and community members about the project

Desired Student Responses

- Identifying an area of the community to get involved with and how to contribute to this area
- Creating a plan with specific steps for their altruism projects
- Taking necessary actions to enact their projects, monitoring their progress, and amending steps and goals as necessary

Extra Support

- Providing set deadlines for students, monitoring students' progress carefully, and intervening to offer help more frequently when projects get derailed

Extension

- Asking students to create altruism projects that run over a longer course of time or require more extensive long-term planning

Sample Altruism Projects

- Collect appropriate donations (clothes, household goods, books, food, toys, and so on) and give them to a charity of the students' choosing.
- Create care packages for families in need during the holidays or for troops stationed abroad.
- Start a letter-writing campaign to a local politician or national organization.
- Tutor younger students, the elderly, or English language learners.
- Read to younger students or the elderly.
- Hold a bake sale or other fundraising event for a charity of the students' choosing.
- Clean up a local park or outdoor space.
- Hold an event (dance, 5K race, and so on) and donate the proceeds to a charity of the students' choosing.
- Coordinate with local shops and stores to have them provide, match, or donate supplies for a community project.
- Host a food packaging event in which students solicit donations, bag the food items, and distribute them to those in need.
- Go to an animal shelter and help take care of the animals and the facilities.
- Participate in a day of service organized by another organization or group.

Gratitude Journals

The teacher can use gratitude journals to help students feel connected to something greater than themselves. When introducing gratitude journals, the teacher should first model the behavior by listing a few things that he or she is grateful for and recording them somewhere visible in the room or in his or her own personal gratitude journal. Students then brainstorm a few things they are grateful for individually, in small groups, or as a class and record their items in their own gratitude journals. Students might also be asked to explain why they are grateful for an item or items on their list. Students add new entries to their gratitude journals daily or weekly. At the end of the week, month, unit, or semester, the teacher can lead students in a review of their gratitude journals and facilitate a discussion about how their entries have changed and how students feel about the practice.

Teacher Actions

- Identifying things he or she is grateful for and announcing them to the class regularly or listing them somewhere in the classroom
- Reviewing students' gratitude journals regularly
- Facilitating discussions with students about gratitude

Desired Student Responses

- Expressing gratitude for specific people, places, or things in their lives
- Recording entries in their gratitude journals regularly

Extra Support

- Posting visual reminders, such as posters or quotes, around the classroom to remind students to practice gratitude

Extension

- Asking students to reflect on their gratitude practice after a period of time and to identify ways in which practicing gratitude has affected their lives

Gratitude Journal Entry Form

Name: _____

Things I am grateful for today:

1. _____

2. _____

3. _____

4. _____

5. _____

Today, I want to focus on one item from the above list, which is:

I am grateful for this because:

I could show my gratitude by:

Other thoughts:

Encouraging Mindfulness

Mindfulness is the practice of being aware of one's thoughts, feelings, and internal and external worlds. The practice of mindfulness has been linked to positive increases in attention, behavior, academic performance, and physical health. Furthermore, a teacher can encourage mindfulness in students by engaging them in various activities that take up relatively little time but can facilitate great gains for students. For example, a teacher might ask students at the beginning of each class period to write down their intention for the class at the top of their notes. Students might write such intentions as "Today, I want to challenge myself to stay engaged all class," "I'm going to be less critical of my mistakes," or "I'm going to turn something negative into a positive." The teacher may sporadically ask students to recall their intention. A teacher, if sensing that students seem restless, may also engage students in deep breathing, quick guided meditation, or other soothing practices to help them refocus their thoughts.

Teacher Actions

- Engaging students in activities that encourage mindfulness
- Identifying when students seem restless and need to refocus

Desired Student Responses

- Completing mindfulness activities when prompted
- Appearing calmer, more focused, or more aware
- Expressing enjoyment or benefit from mindfulness activities

Extra Support

- Providing reminders that encourage mindfulness throughout the day

Extension

- Providing students with various mindfulness techniques and asking them to engage in their favorite mindfulness practices when appropriate

Mindfulness Techniques for Students

These strategies appeared in *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom* by Patricia Jennings (2015).

Activity	Description
Setting intentions	Instruct students to set an intention everyday in the morning, such as “I want to challenge myself today” or “I intend to make something positive out of something negative.” Throughout the day, ask students to recall their intention and assess the degree to which they have been honoring it. (p. 22)
Three breaths	Teachers should use this strategy when it seems that students are anxious or need a break. Ask students to take three deep breaths with their hands resting on their stomachs so that they can feel their abdomen fill with air. (p. 24)
Mindful walking	During transition periods, teachers can instruct students to pay particular attention to the way they walk. Ask students to feel the way their feet hit the ground, with the heel, then ball of the foot, then the toes making contact with the floor. Teachers can also have the class take breaks to take a brief walk outside the classroom.
Mindful listening	During transition times, teachers may also engage students in listening activities. It may be helpful to have a specific chime or bell used exclusively for this activity. To begin, teachers announce, “We’re going to do a listening activity that will help our minds relax and become more focused. First, let’s all sit up nice and tall in our seats with our hands folded in our laps (or on the desk). In a few minutes, I’m going to ring this chime and we’re going to listen to the sound until it disappears. I find that I can focus my attention on my hearing best when I close my eyes. You can try that, but if you aren’t comfortable closing your eyes, you can lower your gaze to your hands.” After the students seem collected, the teacher rings the bell. Once the ringing has stopped, the teacher begins class. (p. 177)

Inspirational Media

Inspiration occurs when a person sees evidence that one of their ideals—a belief that represents how an individual would like the world to be—is true. Inspirational media can take many forms, including movies, books, quotes, internet clips, newspaper articles, anecdotes, stories, and pictures. A teacher can expose students to an inspirational story and then have students discuss why the example was powerful. A teacher can also have students discuss their own ideals and ways in which the media reinforces specific ideals as true or false. For example, if a student holds the ideal that underdogs can win and then sees an underdog win in a tangible way, that student will become inspired. This student might explain that this is inspiring to him because the student considers himself an underdog in certain areas of life and he rarely sees evidence that the underdog can win.

Teacher Actions

- Finding inspirational media
- Identifying ideals represented in inspirational media
- Facilitating discussions with students about ideals and inspiration

Desired Student Responses

- Identifying their own ideals
- Explaining why examples of inspirational media are moving
- Assessing ways in which specific ideals are reinforced by society

Extra Support

- Providing worksheets to students that help students break down why specific inspirational media is moving

Extension

- Asking students to find their own examples of inspirational media

Inspirational Media Worksheet

Name: _____

Today we experienced an inspirational . . . (circle one)

story

movie

book

picture

video

quote

My description or summary:

It made me feel:

I felt this way because:

One ideal it represented is:

This ideal is important to me because:

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

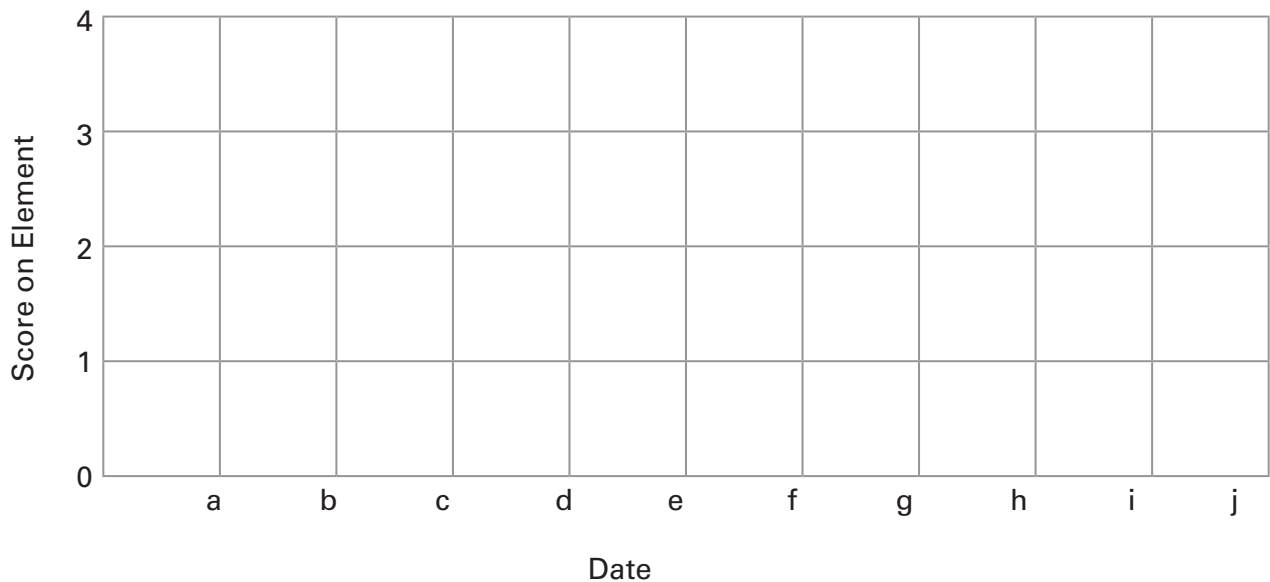
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of motivating and inspiring students.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Academic Goalsetting	
	Encouraging A Growth Mindset	
	Possible Selves Activities	
	Personal Projects	
	Altruism Projects	
	Gratitude Journals	
	Encouraging Mindfulness	
	Inspirational Media	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with motivating and inspiring students. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Setting long-term goals	
Setting short-term goals	
Monitoring progress toward goals	
Expressing emotional responses to content or activities	
Engaging with their community in a meaningful way	
Exhibiting growth mindsets	
Exhibiting fixed mindsets*	
Showing gratitude	
Showing mindfulness	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Motivating and Inspiring Students

1. My teacher helps me identify long-term goals.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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2. My teacher helps me create plans to achieve my long-term goals.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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3. My teacher makes me feel like I can achieve my goals with hard work.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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4. My teacher asks me to consider things for which I am grateful.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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5. My teacher helps me practice mindfulness.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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6. My teacher lets me do projects that are important to me.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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Teacher Survey for Motivating and Inspiring Students

1. I ask students to identify goals that are important to them.

Often Sometimes Rarely Never I don't know

2. I help students create plans to achieve their goals.

Often Sometimes Rarely Never I don't know

3. I encourage students to have growth mindsets.

Often Sometimes Rarely Never I don't know

4. I encourage students to practice gratitude.

Often Sometimes Rarely Never I don't know

5. I encourage students to practice mindfulness.

Often Sometimes Rarely Never I don't know

6. I provide students with resources that make them feel inspired.

Often Sometimes Rarely Never I don't know

7. I help students see all the possibilities available to them with hard work.

Often Sometimes Rarely Never I don't know