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Motivation Case

Luke is a six year old boy in kindergarten this year. Prior to beginning kindergarten Luke attended preschool and Young 5's (developmental kindergarten) all within the same school that he is attending kindergarten in. The decision was made to place Luke in Young 5s rather than kindergarten last year due to a couple of factors, the first being his parents feelings that he was not ready for the challenges that kindergarten presents, especially fine motor tasks and heighten responsibility. They felt that Luke was still "young" and needed another year to play and find confidence in him.

Glen Lake's early childhood team also suggested Luke attend Young 5s based on the Gesell Developmental Observation. The Gesell uses different activities (fine motor tasks, crossing midline, etc) to determine a child's developmental age. It is one of the tools used within Glen Lake to help determine if a child is ready to begin kindergarten or if they would benefit from developmental kindergarten. Luke is a July birthday so he would have been five years two months old at the beginning of the school year. The Gesell showed that Luke's developmental age was slightly lower than his chronological age and that he would not be a full developmental five at the beginning of the school year. Students that are not a full developmental five by the beginning of the school year are suggested to attend Young 5s. Everyone (parents, preschool teacher and kindergarten teachers) all agreed Luke could benefit from the gift of an extra year. This is my second year working with Luke as I was his teacher last year in Young 5's. Last year he was in a class of nine, this year he is in a class of twenty three. I was fortunate to loop with my class (and several additions) and I continue to struggle to excite Luke or see much

enthusiasm from him. Last year I passed it off as being young, this year I am beginning to think it is a motivational issue.

At home his parents say Luke talks all the time about school and how he enjoys it which surprises me. I know Luke enjoys times when he can play and recess but academic times I see no joy or excitement or desire to put much effort forth. Luke does not work to his full potential.

Luke is very interested in the sports and playing with his peers. Luke's gross motor skills are advanced for his age and he enjoys showing others how good he is at gross motor tasks. During these times Luke is a bundle of energy and shows a lot of emotion and excitement.

Luke is an intelligent student. He scored higher than average on the assessments completed at the end of developmental kindergarten and scored high on all pre-assessments for kindergarten including counting, letter and sound identification, basic math concepts and rhyming. The only area that Luke is midline or low in is fine motor tasks such as cutting, writing and coloring. I am not sure if Luke is low in these areas to due to lack of ability or lack of interest.

During learning times Luke is quiet and submissive. He rarely shows joy or excitement about learning and prefers to just "get it done." During group discussions and whole group activities such as calendar or circle Luke spends a lot of time watching what everyone else is doing and requires a lot of encouragement to join into songs, dances and finger plays. When he does join in he is watching everyone around almost as if to see if they are watching him. During the reading and sharing of stories Luke is very interested and on task for the most part and answers questions that I ask as well as shares other information.

During academic tasks Luke appears to put little effort into his work. Most tasks are done quickly and only the minimal requirements are met. If he is asked to draw a picture of him and a friend playing they will be black stick figures with nothing else on the paper. Luke appears to be very aware of the work of his peers and watches what everyone else is doing.

Grades are not something Luke has been exposed to in school but is very aware of. In developmental kindergarten and kindergarten progress is assessed not tasks. Luke is aware of grades and doing well or not doing well in school because of his older brother. Luke's older brother is a perfectionist who is at the top in all academic areas. Luke's older brother is very competitive both in sports and academics. He always is comparing what he and Luke do both on the sports fields and in the classroom. Luke's brother often is quick to point out when he thinks Luke has not done his best or when Luke has done something wrong.

Luke is not a behavior problem at school. He generally follows the classroom rules and does what is asked of him. He is, for the most part kind to his peers and loves to help adults. If Luke does get into trouble at school he is responsive to the adult who is talking with him and always is respectful. Luke's mom reports that at home Luke can be defiant and difficult, often having power struggles with his parents (specifically his mother) and being disrespectful. Luke's mom says he tries to "run" the house.

Luke's parents have tried hard to get Luke excited to learn. They have encouraged academics from a young age and are frustrated with Luke's "just get it done" attitude. Their older son is a perfectionist so Luke's behavior is very hard for them to understand. When at home Luke prefers to spend his time outside playing sports or playing with his younger brother.

I struggle with figuring Luke out. I am unsure if he is bored, overly challenged, lacks self confidence in academic tasks or is just unmotivated to put forth his best effort academically. I want to help Luke work to his highest potential because I know how intelligent he is and believe he is capable of doing so much more than what he has demonstrated.

Update:

Since this case was submitted I have seen growth in Luke in a lot of areas. He is showing much more interest in academic task especially reading and has even begun to put much more effort into his writing and drawing. I see Luke putting more effort into other fine motor tasks as well, but this is very inconsistent. I never know what quality of work Luke will produce. The increase in effort is inconsistent. It can vary day to day and task to task. Though there has been an increase in effort in some areas Luke still puts the least amount of effort in fine motor tasks such as cutting.

Motivational Assessment

There are a total of 23 students in Luke's class. The class room is a large room set up with many different learning and play areas. There is an area for book making and art, a reading nook, block area, dramatic play, writing center, science table, and group rug for large group learning activities such as calendar, math center and a sensory station. The room is supplied with ample learning tools and play toys as the school that Luke attends finds great value in play for young children and attempts to make much of the learning in the classroom play based when possible.

During this observation Luke was rotating through three different learning centers that were related to earlier lessons. The first was an introduction to journal writing, the second was a science experiment with Jell-O observing how colors change when combined and the third was a hand tracing and cutting activity based off of a book read to the class earlier in the day.

The first center Luke went to was the Jell-o mixing center. At this center the teacher and students talked about what a scientist is, what a scientist does and what an experiment is. Luke was actively engaged in the discussion and offered many ideas to the group. The teacher referenced back to a book the class read earlier about mixing colors. Luke shared verbatim what took place in the story. The group continued on with the experiment (mixing Jell-O in a baggy to see how the colors change when mixed) and Luke stayed activity engaged throughout.

The second center Luke went to was the introduction to journaling. Luke was already familiar with the journaling process as he had done it last year in Young 5s. After the discussion on journaling the students were given their journals to draw their pictures in and then "write" about their pictures. During journaling students can find a spot that they are comfortable with and work there. Luke found his spot and sat there watching his peers. The aide running the center touched base with Luke to check on his progress and saw none. She encouraged Luke to begin. Luke grabbed a brown marker and made a very simple drawing of what he later referred to as his dead dog. He took his journal up to the aide and said "I'm done". The aide asked to see Luke's picture and for him to tell her about it. Luke said "this is my dead dog". The aide tried to engage Luke in a conversation about what he could add to this picture (asking questions such as what did you do with your dog, did he have a favorite toy, etc) and Luke

insisted that he was done and didn't want to add any more. The aide then decided to move on and encourage Luke to write "This is my dead dog" since that is what the picture was. The aide knows Luke is capable of sound spelling as she worked with him last year as well. Luke grabbed a pencil and went to his spot and sat there watching the rest of the group. The aide came over to check Luke's progress and found he had nothing on his paper. Luke had his name on the top and told her he couldn't do any more and wanted her to write it for him. When she wouldn't write it for him he asked her to help him. With a lot of help and encouragement Luke wrote MIDDLED DOG.

The third center Luke went to required the children to trace their own hand and then cut it out, then they could decorate it however they wanted to be displayed in the hall. This was a self-guided center. Luke went to this center very quickly traced his hand and cut it out. Luke's eyes were wandering the whole time watching what the others at that center were doing. His hand ended up missing two fingers and being very jagged and rough. He scribbled some black on it and took to the teacher to say he was done. The teacher knowing that Luke is capable of more asked Luke if this was his best work. Luke became very quiet. The teacher said "If this is your best work you can set it there and then begin free choice. If this is not your best work I would like you to go and try it again." Luke took the hand, looked at it, then set it down and proceeded to free choice. *Later that day after hanging the hands in the hall Luke and the teacher sat down together and Luke tried the hand again. This time it had all five fingers and was much more neatly done. Luke was not interested in decorating it much but he did demonstrate that he was more capable than he had showed earlier in the day.

Analysis of Motivational Assessment

Many preconditions are met within this classroom. The teacher and students have caring and respectful relationships and it is clear that the students enjoy their teacher and that the teacher cares about the students. The environment is set up age appropriate with ample supplies but great effort has been put forth not to have the room too “busy” or cluttered as to distract the students from learning. The classroom follows a similar schedule each day with accommodations being made when necessary. The teacher and students have practiced policies and procedures daily in order to help all students know what is expected from them in the classroom.

Being a teacher who strongly believes that development is something you can encourage but not force I make sure that when I am planning I evaluate all activities and make accommodations for students based on their developmental and learning levels. If there is an activity that I believe is too challenging for a student or a group of students I will modify it to meet their needs. I will do the same if I feel a lesson is not challenging enough for a student as well. For example at the trace you hand center I modified the assignment by having an aide assist a couple of students who I knew would struggle with the tracing and for a couple of students instead of cutting around their hand an adult drew a circle around the hand to be cut on instead. None of the centers during this observation were beyond Luke’s capabilities.

In this classroom each student has their own individual goals that they are working to reach. These goals are established by the teacher with input from the aide who assists in the classroom as well as the parents and as the school year goes on the students. Once students

master a goal a new goal is established. Typically students have three goals they are working on at a time and vary from academic tasks to social skills. Lessons for the whole group are generated based on these goals and goals that have been set for the whole group. Students work on their goals in the whole group setting as well as students work in small groups and one on one with the teacher or aide to achieve these goals. I use authentic assessments as well as specific assessments to monitor student progress and growth. Based on these assessments students are moved on to new goals or more teaching takes place until mastery of the goal happens.

In the classroom students know that once their work is done they get to move on to free choice, recess or a different activity. This motivates students to complete their work and is evidence of behavioral motivation. Extrinsic motivation takes place in the form of praise from the teacher and aide, stickers for following directions, good behavior points and free choice time once students have completed their tasks for the day. Motivation to learn can be seen by students that take time and pride in their work putting forth their personal best effort. These students are the ones that stay to finish a task to the best of their ability even when a different more fun activity is available to them. Intrinsic motivation could be seen by the students that were enjoying the task of decorating their hand because they enjoy coloring and art. Intrinsic motivation can also be seen in this classroom by students that choose to practice reading during their free choice time rather than playing like most of their peers as well as when students get excited about a lesson and ask questions and request to learn more about it.

Breaking down the classroom using the TARGET frame work:

T(ask)Strengths

Learning activities all connect with future activities to emphasize progression of ideas.

Weaknesses

The purpose of learning activities is not always clearly explained to the students.

For the most part all students are exposed to the same material, but the materials are adapted for students that need more of a challenge or less of a challenge. Ex. If students are cutting out their hand I will modify the cutting for those students that have not mastered that skill by drawing a circle around the hand to cut out instead of cutting along the outline of the hand.

A(uthority)Strengths

Students are provided with choices regarding topics. Often learning is centered on what a theme that the class has shown interest in. I try to create lessons that teach the group and individual goals through this theme (emergent curriculum). For example, if during free choice I notice a large number of my student engaging play where they are pretending to be jungle animals I will create lessons that incorporate jungle animals into our learning.

The group as a whole determines what behaviors and expectations there are in the classroom straight from the beginning. The students are involved in setting classroom expectations and determining consequences for inappropriate behavior.

Weaknesses

Student input is incorporated into learning activities but there should be more encouragement for students to pursue their own interests.

Students are not given the choice of how material is presented or how they are evaluated.

Students do not participate in developing learning goals.

Students are not clearly made aware of what their learning goals are and why they are in place.

R(ecognition)

Strengths

Students are recognized both publicly and privately for their individual achievements. They are not recognized for being the best in the class, but doing their best or meeting one of their personal goals. Example of this may be “Jonny you must have worked very hard. I see you wrote your full name on your paper. You should be proud of yourself Jonny, I know you have been working hard on your name” or “I notice Drew is taking his time to do his best work. Way to go Drew”.

When an assignment is on display all the classes is displayed with equal emphasis. Never is something displayed and said to be the best in the class, but rather things are displayed that students worked hard on and did their own personal best.

Weaknesses

Praise is offered publicly some of the time, but not only to high achieving students but to all students when they show growth or progression towards a goal.

Direct statements about student effort need to be and turn out of work should be used instead of praise.

G(rouping)

Strengths

Grouping is rarely based on ability and achievement except for in reading. Groups are usually formed by student choice or by random drawing of names.

Weaknesses

Cooperative lessons happen in the classroom but not on a regular basis.

Grouping should focus on student interest and shared learning goals.

Reading groups have been based on ability and achievement which has shown to increase competition. The students are always trying to one up each other and move on to the next level of reading rather than focusing on mastery of the level they are on.

E(valuation)

Strengths

Students are allowed to redo work if after they complete it and then they decide that it is not their personal best. Work is not given a grade so redoing something for a better grade does not

happen. Students are solely encouraged to redo things if they think they could do it better than they did the first time and want to show that.

Learning on a particular topic does not stop at assessment. Most of our curriculum is spiraled and revisited often because the curriculum builds on itself. If the majority of the class has mastered a skill or lesson and others have not individual and small group lessons are created to help those who have not mastered the skill. Students are not pulled out of other learning opportunities for these small group or individual lesson. These small group and individual lessons take place in less structured times such as quiet book time or free choice.

Evaluation of skills takes place in authentic assessment (watching children while they play or while they are working) primarily, but some more formal assessments do take place. If a child does not achieve where he or she is expected on the formal assessment it is made a point to watch for the child to demonstrate the skill in a more authentic situation (ex. Student struggling with counting to 20 in formal assessment teacher makes appoint to listen to that student counting during calendar or during play to see if he or she can make it to 20 in a less threatening environment).

Weaknesses

Formal evaluations for report cards and end of the year reports are all the same for all students (these are required by the district).

Students are not involved in the evaluation process.

T(ime)

Strengths

If students need extra time to complete an assignment they are given it.

Our classroom schedule is consistent but also flexible. If a lesson or activity requires extra time it is given the extra time and some other part of the day is removed in order for full engagement to take place.

Weaknesses

The giving of extra time is both a strength and a weakness in my classroom. Unfortunately extra time often happens during free choice time which is the time students do not want to give up often resulting in work that is not the student's personal best because he or she does not want to miss out on free choice.

The flexible schedule like the extra time is a strength and a weakness because often the areas of the day that are left out off to allow extra time for a lesson are free choice or quiet book time.

Conclusion of Motivational Assessment

Most of the motivation seen in this classroom is extrinsic in the form of rewards or praise for good work. This form of motivation gets the work done that needs to be done but does not always produce students "personal best". Often students get the work done just to get it done and move on. In order to boost student motivation and in turn student learning there are several changes that could be made.

Based on the TARGET assessment I see several areas that need improved upon to help student motivation. First more time needs to be put into creating lessons that meet the interest of all students and tasks need to be varied more for students so students are not comparing what they are doing with what others are doing. Students also need to be given more voice on how lessons are taught and how they are evaluated. Not all students should have to complete the same assessments to determine progress (I am not sure how I can change this since the district requires common assessments). Also, more time needs to be put into explain the purpose of learning activities so students know why we are doing what we are doing and how it ties into future learning.

Another area the needs improved based on the TARGET method is when students are working and do not have time to complete an assignment time needs to be allotted somewhere in the day where students can finish work but not miss out on fun or activities that the rest of the class is doing. When students have to miss fun to finish work often the work is completed to a lower level. Scheduling needs to take into consideration that not all students will complete work in the same time frame.

There also needs to be cooperative lessons where students of various skill levels work together and learn from each other. With focus on achieving learning goals and social interactions that help meet these goals rather than individual work that limits social interaction and students learning from each other. Students need to be given more opportunities to learn from and with each other in cooperative groups.

Combining all of these changes together my hope is that I can not only increase Luke's motivation for learning but also the motivation of all the students in the class. I do not want students to simply do the work to get it done, but rather enjoy what they are learning and how they are learning it.

Motivational Plan

Rationale

Luke is still very young and impressionable so my plan focuses on changing Luke's thoughts about his abilities within the classroom (cognitive approach). Luke is much more capable in many areas than he gives himself credit for and it is imperative that Luke see that he is capable of more than he gives himself credit for. Because of Luke's young age I decided that it was key to keep his motivational plan clear and simple. It is a plan that I hope will help Luke gain motivation and increase his learning as well as help establish good learning habits for the remainder of his educational experiences. There are several steps that I am going to take to help Luke. All of the steps I have planned work together to increase motivation to learn and learner self efficacy. Through this plan Luke will come to see that he can do many things he thought he could not thus increasing his self efficacy. Through this plan I hope Luke will gain motivation to learn and hopefully begin to develop intrinsic motivation.

Plan

The first step of my plan includes working with Luke to complete a survey that Luke would share what he feels he is good at, what he feels he is not good at and what Luke is interested in

learning. A sample survey can be found at end of this plan. Though this survey I will gain a better understand of what Luke is thinking in his head and find specific areas where Luke's self efficacy needs to be increased. I suspect that Luke will share that he feels he is good at sports and other large motor tasks. Areas that I suspect Luke will say he is not good at include writing, coloring and cutting. Luke may also mention that he is not a good reader but I do think that when I ask him what he wants to learn he will say he wants to learn to read. Based on the information gathered in this survey goals will be set.

To increase Luke's motivation to learn Luke will play a major role in the goal setting process. In the book *Motivation to Learn* Debra Stipek writes "Personal choice and goal setting engages students' involvement and interest and makes them feel more responsible for their own behavior" (Stipek, p. 47). Together Luke and I will create both educational goals (reading, writing, math, etc) and quality goals (cutting, quality of work, etc). These goals will need to be very specific. In *Motivating Students to Learn*, Brophy writes "Goal setting is especially effective when goals are (a) proximal rather than distal (they refer to a task to be attempted here and now rather than to some ultimate goal for the distant future), (b) specific (e.g., complete a page of math problems with no more than one mistake) rather than global (e.g., do a good job) and (c) challenging (difficult but reachable) rather than too easy or too hard" (Brophy, p.55). Due to Luke's young age I will help guide him during the goal setting. For example, if Luke says he wants to learn to read I will encourage that but I will also share the steps that need to be mastered before reading can take place such as letters sound recognition and sight words. Together Luke and I will break down his goals to be manageable so that Luke can be successful completing his goals. Not only will having Luke help create the goals increase

his responsibility it will also make Luke feel more capable of achieving those goals, “ Personal goal setting also helps students learn how to set realistic goals..”(Stipek,p. 47). Within the TARGET model A stands for authority. This is an area that during my assessment I noted could be improved upon. Part of authority is giving students choice and control. By having Luke participate in creating his learning goals he will feel that he has a choice and control in what he is learning. Brophy writes “A goal-oriented curriculum is crucial, because unless there are good reasons for learning something and authentic activities to use as vehicles for developing this learning, there is no basis for appreciating the learning” (Brophy, p.219).

Once Luke and I have established his learning goals and expectations Luke will begin self recording (self-monitoring) as a way for him to recognize his efforts directly affect his learning. Stipek writes “One simple method that has been used to help children begin to take responsibility for their own behavior is to have them keep record of it”(Stipek,p. 46). Due to Luke’s young age the self recording will be a very small part of his motivational plan and only be used during writing and fine motor activities. These activities are where Luke puts forth the least amount of effort and lacks motivation. The self monitoring piece will focus more on the quality goals Luke and I establish than on the academic goals.

Student Name: _____

Do I understand what to do? Yes _____ or No _____

Am I taking my time? Yes _____ or No _____

Have I done my best work? Yes _____ or No _____

If I have not done my best work, would I like more time to try and improve my assignment or redo it? Yes _____ or No _____

Prior to using the self recording sheet Luke and I will sit down together and go over the four questions and what they mean. Luke and I will begin filling the sheet out together and work towards Luke filling the sheet out on his own. I will explain to Luke that it is his job to determine these four things, but I will call him out if I feel he is not answering these questions honestly. By having Luke self monitor his effort and work I am focusing on the E in the TARGET frame work. E stands for evaluation. Stipek writes "Personal involvement is believed to have a number of advantages over external monitoring and reinforcement" (Stipek, p. 45). This piece of the plan also touches on T(ask) of the TARGET Framework. The first question addresses if Luke understands what he is suppose to do so if I do not clearly explain what Luke is to do he has the opportunity to share with me he doesn't understand his task.

Through self monitoring Luke will have input into evaluation of his work and share how he thinks he has done. We do not have grades in kindergarten but we do monitor and share with parents our observations of children's effort and quality. When filling out Luke's report card I will use the sheets Luke has filled out along with having a conversation with Luke to determine

what to tell Luke's parents about his effort and quality. Luke will see that his input is important and valued by me and his parents.

The fourth questions on the self monitoring sheet (If I have not done my best work, would I like more time to try and improve my assignment or redo it?) is in reference to the second T in the TARGET frame work. This T stands for time. I want Luke to know that if he has not had the time he feels he needs to do his best work it is available to him and that it is encouraged if it means he hands in his personal best work. As Luke self monitors he will begin to see that with effort he can be successful which is important to increase Luke's self efficacy. Stipek writes, "Typically successes raise self efficacy.." (Stipek,p. 42). By seeing his successes Luke will hopefully have increased self-efficacy in writing and fine motor tasks which in turn may increase his motivation to do these tasks and increase his motivation to learn.

Along with goal setting I will use attribution retraining as part of Luke's motivational plan.

**The following is taken directly from Team B's cognitive motivation plan as I personally wrote it with the intent of including it in the plan I was creating for Luke.

Attribution retraining is essentially providing students with direct statements about effort and competencies. Stipek writes "In general, the goal is to get students to believe that they are able to succeed if they try, and that when they fail it is because they were not trying hard enough, they need more practice or they didn't use an appropriate strategy" (Stipek, p. 108).

There are two main practices to attribution retraining. The first is to attribute "failure" to low effort or ineffective strategy (Stipek, p. 108). It is key when doing this to focus on the low effort of a student's performance or reliance on an ineffective strategy.

Examples of direct, clear statements Luke's teacher will use include:

- "I do not think you took your time when cutting this out"
- "I'm not sure you gave this your best effort"
- "If you practice cutting, you will get better at it"
- "When you rush writing your name it makes it hard for me to read"
- "Next time, try cutting with your thumb up, that may make it easier"

The second practice to attribution retraining that I will use is to attribute success to effort and competence (Stipek, p. 109). In *Motivation to Learn*, Stipek references a study by Schunk.

"Schunk suggests that teachers can also enhance self-confidence by attributing success to ability" (Stipek p. 109). Examples of direct statements Luke's teacher can use to offer optimal motivation for Luke to believe that he can achieve success through his own ability might include:

- "Your cutting is getting better because you have been practicing"
- "The more you write your name, the easier it is for me and others to read it"
- "Try and sound spell that word, the more you try, the more you learn"

When I use direct statements that attribute success to effort it is important that I not do this when Luke is successful at completing the task. Stipek sites Schunk and writes, "Schunk cautions against making effort attributions when success occurs, because this can actually undermine feelings of competence" (Stipek, p.110). Direct statements need to be made when effort has been shown and progress is seen, but not when the student is completely successful.

I will make clear direct statements to Luke multiple times a day, especially when Luke is working on small motor tasks and writing activities. With attribution retraining it is hoped that Luke begin to see that the effort he puts into his work determines the outcome of his work and that with higher effort he will produce higher quality work. This will hopefully increase Luke's self efficacy and his thoughts and beliefs about his ability.

Break Down of changes made due to TARGET

As part of my motivational plan I have created for Luke I have used the TARGET framework to make changes to my classroom that will help Luke as well as the other students in the classroom.

T(ask)

*I will clearly explain the purpose of learning activities. For example, "we are practicing reading our sight words so that when we begin reading books we do not have as many words to sound out". This is important so that Luke and all other students know why we are completing a task and the goal that we hope to accomplish from it.

A(uthority)

*Students will participate in the development of learning goals. Three times a year (more often if needed) I will meet individually with students and discuss what goals they want to work on. Each student will work on at least one academic goal and one quality goal.

*I will also create tasks that allow for more student choice. For example each spring we do a research project. Typically I have the students pick an animal that they want to write their

research project on. Instead of saying that the project has to be on an animal I will allow students to pursue other areas of interest for their research as long as it is appropriate for kindergarten.

R(ecognition)

*Praise will only be offered privately between me and the student and only minimally. Instead direct statements will be offered to students to highlight how effort has impacted their learning.

G(rouping)

*Now that students will be helping to create learning goals I will begin to group students so that they are working with others that have the same or similar goals.

*Reading groups will not be created based on ability but instead on interest. I will do my best to select guided reading materials based on student interest. Student will be encouraged to do paired reading and help the peers in their group focusing on cooperation.

E(valuation)

*At the time of report cards students will be provided with a short survey of how they think they are doing in school and how they think they are doing towards reaching their goals they set. This will be done one on one with either me or my aide. The students responses will be included in their reports cards.

T(ime)

*A thirty minute block will be set aside at the end of each day for “finish up or touch up” work. During this time students will be able to finish anything they did not have a chance to earlier in the day or they will be able to redo something they feel they could have done differently. Students that do not have anything to finish up or touch up will choose an activity that helps them work toward their learning goals.

Motivational Plan Conclusion

Though the use of the motivational plan created specifically for Luke and the changes made to my teaching and classroom based on the TARGET method (specifically with Luke in mind) it is my hope that Luke will see that he is capable of much more than he gives himself credit for. Through this plan I hope I help Luke establish a stronger sense of self efficacy in his academic tasks. I hope that with a stronger sense of self efficacy Luke be more motivated to learn throughout the remainder of his school experience. My plan will not only help with Luke’s self efficacy but will also give him tools that he can use to increase his learning in the future. Luke will know how to establish reasonable learning goals and how to self monitor how he is doing meeting those learning goals.

Name _____

This survey can be completed by the student either by filling it in themselves or by dictating to Mrs. Turner.

Things I am good at:

- 1.
- 2.
- 3.
- 4.
- 5.

Things that I wish I was better at:

- 1.
- 2.
- 3.
- 4.
- 5.

Things at school that are hard for me:

- 1.
- 2.
- 3.
- 4.
- 5.

What I want to learn in kindergarten:

References

Brophy, J. (2004). *Motivating students to learn* (2nd ed.) New Jersey: Lawrence Erlbaum Associates.

Stipek, D. (2002). *Motivation to learn: Integrating theory and practice* (4th ed.) Boston: Allyn and Bacon.