

ED 304 TEAM MEETING, TOPIC LESSON PLAN, RUBRIC

[TEMPLATE: TOPIC LESSON PLANNING](#)

[RUBRIC: Team Meeting, Topic Lesson Planning, Topic Lesson](#)

Resources:

[Reciprocal Teaching](#)

[ED 304 Google Site](#)

My Team's Topic Lesson Plan Template

TEAM MEETING: Week 2

Team Members			
Name	Email Address	Cell Phone #	Leadership Role
Andrew Blackburn	bla10037@byui.edu	815-298-7664	Team Lesson Leader
Lauren Bates	bat20011@byui.edu	(208)244-1055	Team Meeting Leader
Shaleigh Araya	ara22006@byui.edu	636-579-2972	Team Building Leader
Becca Steiner	ste22062@byui.edu	(801)888-4696	Team Scribe

Team Values

Value #1	Openness: Be open to receiving everyone's ideas and kind in the response. Make this a safe place to share ideas.
Value #2	Work Ethic: Everyone ensures that they carry their own weight, ensuring that no one has to make up their work.
Value #3	Communication: Let everyone freely share ideas and be confident. If you need help, reach out.
Value #4	Active listening/participation: Each team member will commit their full attention and participation to team meetings during the allotted time period.

Lesson Planning and Teaching Dates

Teaching the Lesson:	Date & Time
Topic: Extrinsic and Intrinsic Motivation, Motivation in a Developmental System	March 20, 2023

Team Meeting Schedule

Date & Time	This Week's Assignments
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Week 1: Jan 4	Wednesday: Note Catcher, Goals, Freewrite, Introduction, Classroom Norms Friday: (Note Catcher 30 points)
Week 2: Jan 9, 11, 13	Monday: Syllabus, Classroom Management Plan, Course Expectations Wednesday: Team Meetings, Leadership Roles, Topic Study Note Catcher Friday: (Note Catcher, 60 points, Team Members & Leadership, 15 points)
Week 3: Jan 18, 20	Monday: Principles of Transfer Wednesday: Backward Design, Six Facets Friday: Team, Topic Study Note Catcher
Week 4: Jan 23, 25, 27	Monday: Portfolio Planning Guide, ED 304 Google Site Wednesday: Theories and Theorists, Stages of Development, Deliverable Friday: Team, Personal Topic Study Note Catcher
Week 5: Jan 30 & Feb 1, Feb 2	Monday: Chapter #5, Physical Development, Brain Development, Wednesday: Health Practices for Optimum Brain Development Friday: Team, Knowledge Construction Map
Week 6: Feb 6, 8, 10	TEAM Meeting: GEMS & GRASP
Week 7: Feb 13, 15, 17	TEAM Meeting: Universal Design for Learning
Week 8: Feb 21, 22, 24	TEAM Meeting: Sequencing and Scaffolding, Agenda & Slideshow, Personal Reflection After Lesson

Week 9: Feb 27, Mar 1, Mar 3	Monday: Chapter 11, "Erikson's Theory of Psychosocial Development" Wednesday: Chapter 11, "Attachment Theory" Friday: Team Lesson Agenda, Slide Show, Practice, Reflection
Week 10: Mar 6, 8, 10	TEAM TEACHING: Monday, Mar 6, Team Lesson #1 Developmental Trends in Children's Emotional Understanding and Expression Wednesday, Mar 8, Team Lesson #2: Temperament and Personality, Caring for Children with Emotional Problems Friday, Mar 10: Deliverable #4
Week 11: Mar 13, 15, 17	TEAM TEACHING: Monday: TEAM #3 Lesson: Chapter 12 "Sense of Self" Wednesday: TEAM #4 Lesson: Chapter 12 "Social Cognition," Friday: TEAM #5 "Self Regulation, Goal Setting & Expla
Week 12: Mar 20, 22, 24	TEAM TEACHING: Monday: TEAM #6 Lesson: "Extrinsic and Intrinsic Motivation" Wednesday: TEAM #7 Lesson: "Moral Development, Kohlberg," Friday: TEAM #8 Lesson: "Prosocial Behavior"
Week 13: Mar 27, 29, 31	Monday: Portfolio Summary, Final Wednesday: Course Review, Peer Review Portfolio Friday: Celebration, Appreciative Interview, Final Reflec

TOPIC LESSON PLANNING TEMPLATE

Topic Study Note Catcher: Week 3

Text #1: McDevitt, Theresa *Child Development and Education*, Pearson, 2020 (Andrew's Entry)

Evidence: Page 500-501: "Intrinsic motivation for learning subject matter declines during the school years." "Sometime in elementary school, children become less intrinsically motivated to learn classroom topics. Intrinsic motivation may become especially low when youngsters are anxious, such as when they make the transitions to middle and high school....Frequent reminders of the importance of good grades for promotion, graduation, and college admission can actually undermine students' intrinsic motivation and sense of self-determination....they may become increasingly impatient with highly structured, repetitive activities, especially those delivered in a take-it-or-leave-it fashion."

Summary: As many anecdotal accounts would say, as well as personal experiences, students in middle school and high school tend to be less motivated by schoolwork. According to McDevitt and others, it's not just for one reason or another. Moreso, it's a combination of factors. First, as time in (public) school draws closer to an end point, students may feel they have less control over their grades, so sense of control over their destiny goes down. The change of schools itself causes anxiety, especially with meeting new people, ESPECIALLY when this new meeting happens around the time puberty starts happening for this age group. As I can relate myself, when you have multiple concerns hanging on your mind, and additional anxieties, that pressure causes you to lose motivation in participating in items that were only just mildly motivating to begin with. Kind of a brain chemical thing instead of an active choice level thing. Lastly, and this was a notable one for me, is how certain subjects, or certain lesson plans, focuses on a repetitive structure that ends up being too rigid. While the effect of novelty also lessons compared to other types of motivation, completely removing it from how you plan your lesson means you're leaving a tool in the toolbox that may help place new planks in the bridge of motivation (<https://youtu.be/OM0Xv0eVGtY> ADHD and Motivation). While this analogy is used in context of people struggling with ADHD, I think the metaphor fits for neurotypical students as well when we want them to be engaged in our content.

****Another note (mainly so I remember to bring it up) - keep in mind to make note of what motivation looks like with neurodivergent students, and which types of extrinsic motivations would be more effective.****

Evaluation: So this is the text book, so it's reliable because the teacher said so. As for how it's applicable, it showcases both how we need to consider how older students may have different things driving motivation, and how we need to take different care. I'm already thinking of ideas on incorporating ways of reducing other anxieties in their life (so they have more energy to BE motivated), incorporating more ways that the students can affect their grade (extra credit for example), and also making the structure of every day more varied - more group work on one day moving to an individual activity the next, and making those different as well!

Text #2: Becca Steiner (Teresa M. McDevitt and Jeanne Ellis Ormrod, *Child Development and Education*, 495-503, 510-521)

Evidence:

- Extrinsic motivation: "they are motivated to attain or avoid certain consequences in the outside world." (get adult approval, earn passing grades, avoid punishment) (pg. 495)
 - For more, see the Summary paragraph about Extrinsic Motivation on pg. 503.
- Intrinsic motivation: "they are motivated by factors within themselves or inherent in a task they are performing." (read a book for pleasure, return wallet to owner consistent with a moral code, ask questions to find the answer, etc.) (pg. 495)
 - Self-efficacy: belief that they can be successful (pg. 498)
 - "The decline in intrinsic motivation for academic subjects appears to be due to several factors. As children move through the grade levels, evidence mounts that they are not necessarily as competent as some of their peers, and with this awareness they may shy away from activities for which they have little sense of competence... In addition, as young people grow older, they may become increasingly impatient with highly structured, repetitive activities, especially those delivered in a take-it-or-leave-it

fashion." (pg. 501)

- "Virtually all children have intrinsic motivation for some activities."
- "Intrinsic and extrinsic motivations develop hand in hand and occasionally interact such that one or the other takes precedence." (pg. 502)
- Strategies for motivating children at school: (pgs. 514-519)

Summary:

There are two types of motivation that a child has; Extrinsic, which is to be motivated based on outside factors and consequences. Whereas, Intrinsic is to be motivated by factors within themselves. Studies have shown that children who are more Intrinsically motivated are more eager to learn, try new strategies, take on new challenges and ultimately achieve high levels of learning. While those who are more Extrinsically motivated are often found completing low level tasks and doing the bare minimum to meet expectations. Both of these types of motivations are found within each child and play off each other as the children grow and develop.

These are some ways in which we as teachers can help promote intrinsic motivation within our students without seeming overbearing or controlling.

Evaluation:

It is important to know the different ways that children find themselves motivated so then as a teacher, we can play to those motivations to help the student to go further. This is a great resource to help us learn different strategies (along with examples) that we could use in our future classrooms!

Text #3: Lauren Bates (Teresa M. McDevitt and Jeanne Ellis Ormrod, *Child Development and Education*, 495-503, 510-521)

Evidence:

- "Encourage children to shoot for objectives that they can reasonably attain." Children respond better to goals they set for themselves, "short-term, concrete goals." "Youngsters get regular feedback about progress [which] puts them closer to realizing the long-term goals." "When encouraging girls to consider stereotypically masculine career paths, adults might provide examples of women who have led successful

lives in those careers. When encouraging teens from low-income families to think about college, adults might assist them with scholarship applications.”(pg 515-516)

Summary:

- Children don't really want to work harder than they need to. Instead as teachers, we can help them to set smaller goals to help them eventually reach bigger goals. I think this becomes extrinsic motivation because as they set smaller goals, they are gaining more motivation to do a task that the teacher wants them to do but in an easier way. For some reason it feels intrinsic as well because the students choose their desired goals with guidance from the teacher so it feels like something they are doing for themselves.

Evaluation:

- Teachers can use this in a classroom to gain intrinsic and extrinsic motivation. I realized that good teachers put a lot of effort and care into a student's personal life. They do all they can to make it easier on the student. They do this by helping in small ways and helping students set small goals for themselves so that they gain that confidence from achieving their goals. This creates motivation to continue on.

Text #4: Shaleigh Araya Teresa M. McDevitt and Jeanne Ellis Ormrod, *Child Development and Education*, 495-503, 510-521

Evidence: “Ideally, teachers, parents, and other adults focus children's attention not on the external consequences of their efforts but on the internal pleasures (enjoyment, satisfaction, pride, etc.) that accompany participation in the learning activities.”

Summary: Children's attention should be on internal rewards or pleasures that come from learning rather than of external consequences. However, it is the adults responsibility to help the children learn this.

Evaluation: This is something that is very applicable to all teachers. Oftentimes, students are motivated extrinsically with things like prizes and rewards. (stickers, candy, toys, gold stars, etc.). While it is not necessarily a bad thing that students are extrinsically motivated, it can be hard for students to turn around and motivate themselves. A teacher has to be able to recognize students who may need more help with intrinsic motivation and learn how to help students to achieve intrinsic motivation. Although it may be easier at times to extrinsically motivate students, in the long run it can be harder for those students in the future to want to learn without having some sort of reward or prize. It is important that students learn how to be intrinsically motivated towards learning because it can help them to take learning into their own hands.

Personal Topic Study Note Catcher: Week 4

Text #1: İliter, İlhan. "Which Types of Amotivation Affect School Absenteeism and Academic Performance of Middle School Students? A Structural Equation Modeling Analysis." *Research in Middle Level Education Online*, vol. 46, no. 2, Feb. 2023, pp. 1–20. EBSCOhost, <https://doi.org/10.1080/19404476.2022.2161785>. (Andrew Blackburn)

Evidence: "Researchers have pointed out that amotivation can be caused for different reasons (Deci & Ryan, [27]; Pelletier et al., [83]; Vansteenkiste et al., [120]). First, individuals, as is well known, do not act when they believe they will be unable to effectively complete certain tasks. Amotivation stems from the individual's perception that he or she cannot control the outcomes through any action, or from the individual's personal inability to take the necessary actions effectively."

Summary: This is at least one aspect of a +-motivation that I've been stricken with numerous times in the past, including today! If a student doesn't feel like they have any control over the situation, I know precisely how it feels frustrating to force oneself to work on material that they feel they don't have any grasp on.

Evaluation: Perhaps this could work as something that can relate to other people! Plus, this source is SUPER CURRENT (published 2023!), so its findings should be current to today's understanding of motivation.

Text #2: Name & Citation (Becca Steiner)

Bontempi, E. (2022, July 5). *Intrinsic and extrinsic motivation: Implications in school, work, and psychological well-being*. Excelsior University. Retrieved January 26, 2023, from <https://www.excelsior.edu/article/types-of-motivation/>

Evidence:

- “People who are motivated are easy to spot: they are much more likely to approach an activity, and do so with much more enthusiasm, energy, direction, and tenacity. Alternatively, those who lack motivation often procrastinate or avoid a task altogether, and when they do participate in the activity, they show much less enthusiasm, creativity, or persistence.”
- “Intrinsic motivation, according to psychologists Edward Deci and Richard Ryan, is growth oriented, meaning it is the propensity for one to explore and learn.”
- “...although rewards can be motivating for people who are not intrinsically motivated to participate in a behavior, rewards can actually undermine intrinsic motivation because they take the perceived control away from the individual and place control in the hands of others. To be truly intrinsically motivated, one must feel free from pressures, including rewards or contingencies.”
- “Because intrinsically motivated behavior is not contingent upon any external reward or punishment, and involves self-directed motivation, it is both stronger and longer lasting, especially in the face of challenges.”
- “The key to promoting and sustaining more self-determined forms of motivation is through need fulfillment. According to the theory of motivation known as the Self Determination Theory, all human beings, regardless of culture, have three innate psychological needs: autonomy, competence, and relatedness.”

Summary:

Everyone knows that motivation helps get you through the day and doing the tasks that you need to. For many years, scientists believed that there was only one type of motivation so either you had it or you didn't. But now we know better that there are two types of motivation; Intrinsic

and Extrinsic. Intrinsic motivation is the better of the two as it is long lasting and allows for more creativity. The important thing about motivation is that it is used to fulfill one's needs. There are three types of psychological needs; a need for free choice, being able to master a skill and being able to feel cared about by others.

Evaluation:

This article gives a good big picture about how adapting a school or work environment to meet basic needs can help facilitate Intrinsic and Extrinsic Motivation. It also provides some good ways of explaining the reason why motivation is important in the first place.

Text #3: Lauren Bates

(<https://www.simplypsychology.org/differences-between-extrinsic-and-intrinsic-motivation.html>)

Evidence: "Research suggests that when something we love to do, like icing cakes, becomes our job, our intrinsic and extrinsic motivations to do it may change."

Summary: When we do things we love for different reasons other than because we love doing them, they may become extrinsically motivating.

Evaluation: When teachers give assignments that have to do with something a student loves doing, it may increase motivation as it would create both intrinsic and extrinsic motivation. It may even decrease motivation because they are taking something they love and using it in school which they may not love.

Text #4: Shaleigh Araya Ferlazzo, L. *Strategies for Helping Students Motivate Themselves*. Edutopia, Sep. 2015.
<https://www.edutopia.org/blog/strategies-helping-students-motivate-themselves-larry-ferlazzo>.

Evidence: “Students are also more likely to be motivated if class material is relevant to their lives and involves their interests.[10] The best way to make your curriculum relevant to your students is to get to know them. Spend time understanding their needs and what makes them light up in a classroom setting. And allow some flexibility in your assignments so students can spend some time focusing on what they personally find interesting.”

Summary: Students are going to be more likely motivated if they see relevance of what they are learning to their own lives. Teachers can do this by truly getting to know their students individually and as a whole so that they can find ways to integrate relevant things into the lessons.

Evaluation: Students will be more willing to learn and be more motivated if teachers take the time to help relate the class material to the students lives. As teachers learn more about each of their students, they can likely start to see common interest and connections among the group. By being aware and taking the time to notice those things, teachers will be able to find topics that they can integrate in the lesson that pertains to the students. This will help students to be excited about what they will be learning. Not only that, but they will be able to see how learning can be applied to things that they enjoy which could spark even more intrinsic motivation from them.

Monday Note Catcher: Motivation Definitions

Pages 495-503

Question, Source, Page #'s	Evidence	Example
Define intrinsic motivation and give an example for it.	“Like Achilles, they are motivated by factors within themselves or inherent in a task they are performing. They might read a book simply for the pleasure it	Intrinsic motivation is something we generate within ourselves, without the hope of a reward. Besides the warm fuzzies

	brings, experiment with kite shapes to find out which one flies best (as Sara did), or return a wallet to its owner consistent with a moral code." (p495)	that is. If something is fun, we are intrinsically motivated to pursue it, like video games.
Define extrinsic motivation and give an example for it. Extrinsic Motivation: What Is It and How Does It Work? (healthline.com)	"It uses rewards or punishments to increase or decrease the likelihood of specific behaviors recurring."	Sometimes motivation is used in a way that uses rewards and punishments to get desired behaviors or other results. I think that this has been one of the most common ways that I am motivated in my classes that I have taken.

Motivation Applications		
Question, Source, Page #'s	Evidence	Explanation
What are the various reasons why an older student may feel less motivated in school?? Textbook Pages 500-502	"Sometime in elementary school, children become less intrinsically motivated to learn classroom topics. Intrinsic motivation may become especially low when youngsters are anxious, such as when they make the transitions to middle and high school."	Teenagers definitely have a lot on their plates, and their ideas as to their capabilities have solidified, so it's no wonder that they start to wonder if school really matters at all!
Why is Intrinsic Motivation better than Extrinsic?	"But intrinsic motivation has numerous advantages over extrinsic motivation. Intrinsically	Extrinsic motivation has a tendency to wear off, or warp any natural intrinsic

	motivated children are eager to learn classroom material, tackle assigned tasks, use effective learning strategies, and achieve at high levels." (p 495)	motivation a child has, and with comparing with each other, intrinsically motivated students tend to be more motivated overall.
<p>What is a strategy used to motivate children at school that you would like to use in your future classroom and why?</p> <p>TextBook pgs: 514-519</p>	<p>"Downplay the seriousness of failures. Students are more apt to accept responsibility for their failures- and therefore to learn from them- if adults don't make a big deal of mistakes and give them numerous opportunities to improve assignments."</p>	<p>Sometimes you feel like failure is the worst thing in the world, like you'll never be able to come back from it. But in reality it is often failure that can allow us to grow. I want to be able to help my students to not fear failure but to welcome it when it comes because that just means that they have a lot more that they can improve upon.</p>

Knowledge Construction Map Note Catcher: Week 5		
Category	Idea	Explanation (Short explanation of your thinking)
GENERATIVE TOPIC: The concept map features a one-sentence explanation of	Extrinsic and Intrinsic Motivations: Motivation in a Developmental System	<p>BEHOLD THE TITLE!!!</p> <p>(Guys, I'm getting over dramatic here</p>

the way your generative topic is relevant to many different curricular areas.		help XD) (A) Also it's focused on what drives each of us and helps us to do the things we need to do.
Student (Videos) Use evidence from the videos to identify four characteristics of age group you will be teaching (Late Adolescence)	1. Talking about ways to maintain your car. 2. They were focused on the topic due to having a car and getting ready to go out to college. 3. They were able to understand and build off of each other 4.	1. They can experiment with adult roles. This is a big step in becoming self-reliant. 2. This shows how in this period of transition this particular student was driven to improve her self-efficacy 3. This shows that students in this age are able to recognize and see connections between things and build off of them 4.
Developmental Considerations Physical Developmental Trends: Pages 14-16 Cognitive Development, Pages 261 Emotional Development, Pages 434-435 Sense of Self, Pages 456	1. Physical development: "Gravitation toward independent eating habits" (eating junk food) (pg 16) 2. Cognitive development: "Emerging realization that knowledge involves understanding of connections among ideas" () 3. Emotional Development: Occasionally intense stress as adolescents endeavor to meet graduation requirements, maintain good relationships with peers, and stay in	1. Students make friends and learn how to drive. They go to restaurants with their friends or they go to the store to buy ingredients to make healthy foods. They start to make decisions about what they like and dislike in their food preferences. Teachers should consider this in their classrooms because students may not be motivated because they don't have food in their systems, or possibly the right food. 2. Students are in a place where they start to recognize that connection

<p>Identify one (1) characteristic for each one and use evidence and explanation to support your claims.</p>	<p>good standing with parents. (435) 4. Sense of Self: “Some adolescents accept the professional goals that parents offer. Others engage in more soul-searching as they piece together their own identity.”</p>	<p>between ideas is what helps increase knowledge. They are able to use those connections that they have been able to see and make. This is an important aspect because that means that teachers can now start to build off different topics 3. Students have a lot of things to do that are extrinsically motivated which can bring about stress and make it harder for them to move their motivations toward being more intrinsic. 4. This seems to suggest that most teens have their sense of self figured out, or are on the path to do so. There is caution as some still depend on the opinions of others, so it’s important to help them stabilize.kio09</p>
<p>CROSS-CURRICULAR TIES: (4) Description of units in disciplines other than your own that would address your concept and suggest a relevant unit in each of them:</p>	<p>1. “Children increasingly pursue activities that have instrumental value. A task or activity has value when children like the benefits of performing it...Other activities have high value because they are the means to an end.” (p 500) 2. In art, it is easy to be more extrinsically motivated since a lot of praise and recognition comes from being a good artist. The Strategy to “Focus children’s attention on trying hard, using an effective strategy, and</p>	<p>1. Many children are not shown true value in mathematics beyond grades (which show a decreased effectiveness as they get older due to feeling like they’re losing autonomy over it. (p 501) 2. I know this because I’m still struggling with having my art be more extrinsically motivated rather than having a burning desire to do better nevertheless. One of my best friends was definitely intrinsically motivated to do her art and I’ve watched her go far</p>

	<p>making personal progress” would be very beneficial to help young artists see the progress they are making even if there aren’t a lot of other people to point it out.</p> <p>3. FACS- You could teach students about the danger of too much fast food. They would be required to research more and find healthier solutions.</p> <p>4. English can be incorporated into our concept. You can give students the opportunity to create their own story or narrative. This can lead to intrinsic motivation</p>	<p>as she is now gearing up to graduate from BYU in the animation program.</p> <p>3. This could impact their intrinsic motivation because it is something that directly affects them. It can motivate them to improve their eating habits which would in turn affect their ability to learn and think.</p> <p>4. In my previous english experiences, papers where I was given the choice to choose what to write or when it was a personal narrative, I was often more excited and ready to write.</p>
<p>BROAD AREA OF STUDY: (1) Description of a broad unit or area of study in your field of interest that addresses the generative topic.</p>	<p>The difference between Extrinsic and Intrinsic Motivation and how that changes a student’s potential to excel.</p>	<p>This is generally being able to distinguish between which different motivators are which and the impacts they have on each student.</p>
<p>NARROW CONCEPT: (1) Description of one concept that you would teach thoroughly.</p>	<p>What are some strategies to help our students develop more intrinsic motivation?</p>	<p>And these are the important things that we should take away and apply in our future classrooms.</p>
<p>DEFINING FEATURES: (4) Description of the defining features or characteristics of your concept. Identify (4) and use evidence from the text</p>	<p>1. “One critical way to enhance children’s self-efficacy in reading, mathematics, or another academic domain is, of course, to help them achieve success in that realm...,”(p 515)</p> <p>2. A strategy to share: Teach children to</p>	<p>1. There was a story I got from another class where there was a student who struggled getting motivated in math, until he was caught up in a math competition, and actually won one! He was more driven and motivated from that point forward to learn and</p>

<p>and explanation to support claims.</p>	<p>give themselves encouraging attribution messages. “One viable approach for changing attributions is for an adult to interpret each success in terms of high effort or good strategy and each failure due to insufficient effort or ineffective strategies. Even more effective is teaching children to attribute their own successes and failures to high effort and specific strategies.” (Pg. 518)</p> <p>3. “Plan activities that prompt perspective taking” pg.210</p> <p>4.</p>	<p>participate.</p> <p>2. I like this strategy because I have seen its usefulness in my own life. It has given me a lot of confidence as I know that I can do better if I just put in more effort. I just don’t often put in a lot of effort but I know that I could if I really wanted too.</p> <p>3. This strategy is one that has benefited me often as a student in my own classes. Teachers that are willing to use discussions that require different perspectives helped me to see two sides of things.</p> <p>4.</p>
<p>CORRELATIONAL FEATURES: (4) Description of at least three correlational features of the concept that might lead to misconceptions. Use evidence from the text and explanation to support claims.</p>	<p>1. “Externally imposed consequences--praise, money, good grades, etc.-- often bring about desired changes in children’s behavior. Such reinforcers have disadvantages, however. Although they provide a source of extrinsic motivation, they can undermine children’s intrinsic motivation if children perceive them to be controlling, manipulative, or in some other way limiting their self-determination.”</p> <p>2. Gender: “Boys and girls have somewhat different motivational patterns... young boys are more likely to</p>	<p>1. Extrinsic motivation can sometimes hinder our progress in fostering intrinsic motivation</p> <p>2. Boys and girls could be mistaken for having more or less intrinsic motivation than the other gender based on their interests and how it connects to their schooling.</p> <p>3.</p> <p>4.</p>

	<p>develop interests that involve a specific topic... young girls show more interest in literacy and creative activities like drawing and painting.” (pg. 510)</p> <p>3.</p> <p>4.</p>	
<p>EXAMPLES: (4) List positive examples and non-examples (4)</p>	<p>1. A student who wasn't driven to participate in his math class, after winning a math-race type competition within the class, was more motivated to participate from that point forward.</p> <p>2. A student who already struggles in English, has their paper used as an example in front of the class as a “bad” example.</p> <p>2a. A student loves learning about history and historical events. In math, the teacher is teaching the pythagorean theorem. However, the teacher spends time talking about the history behind it first.</p> <p>-1. A student who is given a poor grade on an assignment without much feedback would be less driven to do more.</p> <p>-2</p>	<p>1. It's important to make sure the success isn't too obvious, like giving calculus students a one question quiz of “1+1=?” would probably damage their motivation more than hurts. This counts in addition to making it too difficult. It needs to be hard enough to require growth, but not too hard to where students find it impossible.</p> <p>2. This student is going to be way less likely to want to do this paper again because now they were humiliated in front of the class. If a student struggles with something it is important that a teacher is able to help them individually.</p> <p>2a. This student is likely going to be more intrigued and motivated because it had something to do with what he liked.</p> <p>-1. It makes a student's self-efficacy fall which in turn lowers their motivation over all.</p> <p>-2.</p>

GENERALIZATION: (1 of each) An accurate instance of an overgeneralization and undergeneralization misconception. Use evidence from the text and explanation to support claims.	Over: “Children from many-- probably most-- cultural groups place high value on getting a good education.” (Pg. 511) Under:	This could be an overgeneralization because this would make it seem like everyone is at least extrinsically motivated to do school when it’s not always the case. (just because a culture places value on schooling doesn’t mean that every student will feel that way)
ASSESSMENT: (1 of each) Provide a pre and post-assessment	Pre: Identify something in their lives when they were intrinsically motivated? Post: Identify a strategy that could have been used to increase that motivation?	This would help transfer the knowledge about motivation to their past lives, and allow them to see themselves as a student that then they could use these skills for other students who may be in similar positions.

Resource:

Backwards Design: Week 6	
Various Entry Points	Your Brainstormed List of Lesson Ideas
A real-world, transfer learning intention:	<ol style="list-style-type: none"> 1. What is intrinsic and extrinsic motivation? 2. Why 3. How <p>The students who do their work based on intrinsic motivation tend to go further and achieve more than those who are simply extrinsically motivated. they will apply the things they learned from our lesson. They can make a plan for their future classroom</p> <ol style="list-style-type: none"> 4. The importance of finding personal ways to drive up each student’s intrinsic

	motivation to learn.
An important <i>enduring understanding</i> !	<ol style="list-style-type: none"> 1. 2. By fostering Intrinsic Motivation in our students we are increasing their potential to excel. 3. Understand how to strike up intrinsic motivation in oneself 4. The best way to improve a child's education is to focus on their intrinsic motivation.
A thought-provoking essential question:	<ol style="list-style-type: none"> 1. How might, To what extent 2. Why is it important to understand the different types of motivation? 3. How can understanding intrinsic motivation impact your capacity to accomplish your goals? 4. What types of things have helped motivate you to learn?
An effective research-based strategy:	<ol style="list-style-type: none"> 1. 2. Have the students share in small groups what strategies they would like to use and why. 3. "Use extrinsic reinforcers when necessary... points toward a small prize." We can have a kahoot where the students are presented with scenarios and they have to decide whether it is intrinsic or extrinsic motivation. Have candy as a prize 4. Teach youngsters approaches for presenting themselves well to others. This would give students who may be more shy an avenue to set themselves apart, in a good way! (McDevitt, p. 517)
Key resource(s) or text:	<ol style="list-style-type: none"> 1. 2. 3. 4. Child Development and Education (McDevitt, Ormrod 2020)
A key test or assessment:	<ol style="list-style-type: none"> 1. 2. Share a story or perform a skit depicting a student and teacher interaction. Have the class identify which type of motivation is the teacher developing and why.

	<p>3. Exit ticket asking how the students' understanding of the different types of motivation has changed. Have them share which one they think is more effective.</p> <p>4. Develop a list of things that could intrinsically motivate students, and catch one that they will plan on using themselves.</p>
<p>Idaho ELA Standard:</p> <p>(Possible ideas for what to pick. I wasn't sure what I was doing)</p>	<p>11/12.ODC:1 "Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task."</p> <p>RW 11/12.W-: 1. "Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc."</p>

Six Facets of Understanding

Key Design Question	Lesson Idea #1:
<p>Stage 2. What is evidence of understanding?</p> <p>Key Questions: How will we know if students have achieved the desired results? What will we accept as evidence of student</p>	<p><i>Facet of Understanding #1: Students can explain concepts, principles, and processes by putting it into their own words, teaching it to others, justifying their answers, and showing their reasoning.</i></p> <p><i>Brainstorming evidence of understanding based on facet #1:</i></p>

understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

1. Can the student share a strategy to foster intrinsic motivation that they would like to use in their future classroom?
2. The teacher candidates will have notes in their Note Catcher showing how their definition of Intrinsic and Extrinsic Motivation, and examples.

Facet of Understanding #2: Can interpret by making sense of data, text, and experience through images, analogies, stories, and models.

Brainstorming evidence of understanding based on facet #2:

1. After hearing about a student and teacher's interaction, can the student identify which type of motivation is being fostered?
2. Each teacher candidate will share a story about how they were motivated for a class, and whether it was extrinsic or intrinsic motivation.

Facet of Understanding #3: Can apply by effectively using and adapting what they know in new and complex contexts.

Brainstorming evidence of understanding based on facet #3

1. Can the student maybe come up with their own strategies to help foster intrinsic motivation?
2. Each teacher candidate will discuss with each other the best ways to motivate today's students, ie students for their future classes. Maybe some sort of test case?

Facet of Understanding #4: Demonstrate perspective by seeing the big picture and recognizing different points of view.

Brainstorming evidence of understanding based on facet #4:

	<ol style="list-style-type: none"> 1. Can the student recognize the difference between intrinsic and extrinsic motivations within their own lives and see the difference it has made? 2. The teacher candidates will make notes as to what the best motivation strategies are for each different age group. <p><i>Facet of Understanding #5: Display empathy by perceiving sensitively and walking in someone else's shoes.</i></p> <p><i>Brainstorming evidence of understanding based on facet #5:</i></p> <ol style="list-style-type: none"> 1. Can the student identify when a child might need more help in developing intrinsic motivation? 2. Teacher candidates will volunteer to share particular stories so the class will better empathize with different motivations.
<p>Stage 3. What learning experiences and teaching promote understanding, interest, and excellence?</p> <p>Key Questions: How will we support learners as they come to understand important ideas and processes? How will we prepare them to autonomously transfer their learning? What enabling knowledge and skills will students need to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplish our</p>	

goals?	
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Resource:

GEMS & GRASP: Week 7

Deliverable: Extrinsic and Intrinsic Motivation

Created By: Us (Team 6)

Stage of Development: You (Late Adolescence)

Grade: This One

Teacher Goals:

GEMS

- Goal: Students will learn about intrinsic and extrinsic motivation and be able to explain how they can promote intrinsic motivation with their students.
- Evidence of Learning: note catcher notes, participation in group/class discussion, participation in kahoot game? Exit ticket/formative assessment?
- Measures: Note catcher: The students properly shared correct definitions for the intrinsic and extrinsic motivation and cited at least one research-based evidence for each definition. Did they share a personal experience with motivation in Writing of the Day. Did everyone get the chance to share their thoughts in the group/class discussion?

- **Stakes:** By understanding motivation more fully, teacher candidates will be able to assist their students in being more willing to learn and prepare them to excel in future endeavors.

Student Goals:

GRASP

- **Goal:** Students will learn about intrinsic and extrinsic motivation and be able to explain how they can promote intrinsic motivation with their students.
- **Real World Role:** Public Teacher, (any kind of teacher), parent, child development specialists
- **Audience:** Students, children
- **Story/Situation:** It's a new school year, and you want to help your students to be excited to be in your class. How do you help them become intrinsically motivated to do their best work?
- **Product/Performance:** Teacher candidates will be able to discuss their ideas in a group work.

Essential Question: How can understanding intrinsic motivation impact your capacity to accomplish your goals?

Enduring Understanding: By fostering Intrinsic Motivation in our students we are increasing their potential to excel.

Universal Design for Learning: Week 8

Students	Unique Characteristics	Special Needs	Classwide Needs	ELL
# 14	Curiosity and imagination. I am able to make others laugh which can be helpful during stressful tasks or if there is tension in the group.	Lack of motivation or "availability to learn."	Motivation	
#25	Collaboration and leading by influence	Too much comedy (needs to find balance of humor and when it's time to work)	Motivation	
#21	Critical thinking and problem solving. Asks a lot of questions	Lack of motivation or "availability to learn"	Motivation	
#2	Effective oral and written communication Public speaking and effective listening (they go hand in hand)	Health issues that affect the availability to learn I'm often sick and would rather rest than come to class in order to feel better	Motivation, feels ill and would rather feel better	

Student	Universal Design for Learning Strategy	How It Will Remove Barriers
#2	Design electronic materials to be accessible to a wide range of users and display technologies. Structure materials for easy information Access. (UDL Quick Tips)	Offer a Zoom Broadcast for students who are unable to make it to class. This way the student can be in a more comfortable setting (home) but still not have to worry about missing out on the lesson.
#14 : Lack of motivation or "availability to learn."	"Create a welcoming class environment. Learn students' names, if possible, and use their names when calling on them. Arrive early to class and greet students as they enter. Stay a few minutes after to take questions." (UDL Quick Tips)	By getting to know the student, you are showing them that you care, which in turn will help motivate the students to do the work you ask them to.
#21	"Material is presented in multiple formats, including text, infographics, and video" (UDL Quick Tips)	Do fun activities with videos. This is a very media-focused world we live in and students are drawn to technology
#25 Struggles with balancing their sense of humor	"Create a welcoming class environment." "Allow students to work in pairs and small groups"	By creating a welcoming environment students can feel comfortable being themselves and using their gifts and talents. Putting them in pairs or groups can give them more of an opportunity to use their humor because it is on more of

		an individual level. Teachers can also monitor by walking around to the group to make sure that they are on t ask.

Resource:

Deliverable Lesson Plan: Week 8	
60 minute lesson	
Topic	Extrinsic and Intrinsic Motivation
Developmental Stage Characteristic	“Ability to postpone immediate pleasures in order to gain long-term rewards.” (513)
Standard/Skill	11/12.ODC:1 “Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.”
Research-based Strategy or Concept	Prompt discussion: Instead of just having the students share what strategy they want to use in their future classroom. Provide a prompt that the teacher candidates have to

For Memory and Transfer Facilitation	work together to how they can help motivate the student in that situation. Writing down their plan to implement the strategy they chose:
Frontload	(See note catcher questions above; pg 12-13)
Vocabulary Instruction	Intrinsic Motivation: “Motivated to attain or Extrinsic Motivation:
Lesson Sequencing and Scaffolding	<p>(5 min)</p> <p>Opening Song and Prayer: Put your Shoulder to the Wheel (#252)</p> <p>Learning Intentions: By fostering Intrinsic Motivation in our students we are increasing their potential to excel.</p> <p>(8 min) Frontload & Opening Write: Note catcher; Opening Write: “We’ve had lots of moments in our lives where we’ve been driven to do what we needed, or wanted, to do. Write about a time when you were particularly motivated to do a task, and whether that was intrinsic motivation or extrinsic motivation. Alternatively, was there a time when you weren’t motivated, and if so, what could have helped you be more motivated at that time?”</p> <p>(1 min) Introduce the formative assessment: Kahoot! (intrinsically or extrinsically motivated; which is which?)</p> <p>(34 min) Scaffolded Instruction & Vocabulary</p> <ol style="list-style-type: none"> Vocabulary: Intrinsic and Extrinsic Motivation I Do: Explain the what and the why. We Do: Kahoot to verify understanding You Do Together: Discuss within groups about the strategies they want to use in future classrooms. We Do: Talk as a class about the strategies. Give them a few minutes to write down what it would look like for them to (looks like, sounds like, feels like)

	<p>(5 min) Summary</p> <p>Next Steps:</p> <p>(5 min) Closing Write: Exit Ticket</p> <ul style="list-style-type: none"> • Questions: <ul style="list-style-type: none"> ○ What strategy would you like to use to help motivate your students in your future classroom? ○ Is there a strategy that you would like to apply in your own life to help your own motivation?
Formative Assessment Model	Scenarios

Topic Lesson Agenda: Week 9

AGENDA: Week 12, Monday, Intrinsic and Extrinsic Motivation

Educational Psychology and Human Development I

Quote: “People who are motivated are easy to spot: they are much more likely to approach an activity, and do so with much more enthusiasm, energy, direction, and tenacity. Alternatively, those who lack motivation often procrastinate or avoid a task altogether, and when they do participate in the activity, they show much less enthusiasm, creativity, or persistence.” **Bontempi, E. (2022, July 5). *Intrinsic and extrinsic motivation: Implications in school, work, and psychological well-being*. Excelsior University.**

[Idaho Core Teaching Standard](#): Standard 3:a The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and

ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).

[Danielson Framework](#): • Domain 2: “Self-Monitoring and Collective Responsibility

[Idaho ELA Standard](#): 11/12.ODC:1

Learning Intentions: *Today, Teacher Candidates will learn:*

Time	What	Why	How
6 min	Opening Routines	<i>To set up our learning space and materials for success today and in future meetings. To situate our learning around our essential question. To provide a clear and explicit purpose for instruction.</i>	Slide Show Agenda
7 min (total 13 min)	Goals and Write Into the Day	<i>In your note catcher</i>	Free Write and share with groups
7 min	Vocabulary	What is Extrinsic and Intrinsic Motivation and why is it important?	
5 min	Model/Class	Explain to students about the strategies and model creating a story for one of them.	
28 min	Scenarios	Prepare 7 scenarios to give to each group of people. They will read over it and determine which strategy would help in this case. Or maybe have the scenarios give examples of how the teacher responded and have the students figure out if the teacher’s response was good or if it could be better?	5 minutes to look at scenario and come up with answer. 3 minute for each group to
8 min	Closing Routines	<i>To reflect on our learning, share feedback, and share appreciation</i>	Reflection

	Happy Trails		

Topic Lesson Slideshow & Practice Session

Link to [Slideshow](#) Template: Link to [Team Slideshow](#)

Practice Session (30 minutes) Date & Time

Friday March 17, 2023

RUBRIC: Team Meeting, Topic Lesson Planning Document, Topic Lesson

Criteria	Meets (5)	Partially Meets (3)	Does Not Meet (1)
Assignment: Team Leadership, Topic Lesson Sign-up, Characteristics of an Effective Team (Week #2)			
Team Leadership: Identifies a leadership role for each person			
Topic Sign-up: Carefully considers which team and topic best suit the individual. Makes a commitment to a team by signing up.			

Characteristics of an Effective Team: Identifies an essential characteristic of an effective team and creates a team value that explains what this characteristic will look and sound like.			
Assignment: Annotated Bibliography, Week 3&4			
Texts: Captured (4) key quotes (evidence), summarized the main idea of the text, and evaluated the text's value as a resource for teacher candidates.			
Personal Research: Each team member Identified a credible resource for the topic. Captured a key quote (evidence), summarized the main idea of the text, and evaluated the text's value as a resource for teacher candidates.			
Note Catcher: Identified credible resources and three text-dependent questions to guide students in preparing for the topic lesson.			
Assignment: Knowledge Construction Map, Week 5			
GENERATIVE TOPIC: The concept map features a one-sentence explanation of the way your generative topic is relevant to many different curricular areas.			
DEVELOPMENTAL CHARACTERISTICS: Use evidence from the video to describe the teacher candidates you will be teaching. Use evidence from the text to identify one (1) characteristic for physical, cognitive, emotional, and social development and use evidence and explanation to support your claims.			

CROSS-CURRICULAR TIES: (3) Description of units in disciplines other than your own that would address your concept and suggest a relevant unit in each of them:			
BROAD AREA OF STUDY: (1) Description of a broad unit or area of study in your field of interest that addresses the generative topic.			
NARROW CONCEPT: (1) Description of one concept that you would teach thoroughly.			
DEFINING FEATURES: (3) Description of the defining features or characteristics of your concept. Identify (3) and use evidence from the text and explanation to support claims.			
CORRELATIONAL FEATURES: (3) Description of at least three correlational features of the concept that might lead to misconceptions. Use evidence from the text and explanation to support claims.			
EXAMPLES: (3) List positive examples and non-examples (3)			
GENERALIZATION: (1 of each) An accurate instance of an overgeneralization and undergeneralization misconception. Use evidence from the text and explanation to support claims.			
ASSESSMENT: (1 of each) Provide a pre and post-assessment			

Assignment: Backward Design, Six Facets of Understanding, Week 6

Backward Design: Used backward design to identify an authentic topic and brainstorm (4) clear, aligned ideas for each section that identify what students will be learning, why they're learning it, and how they'll know they've learned it

Six Facets: Used the six facets to explain creative, relevant ways for students to demonstrate their understanding of the topic

Assignment: GEMS & GRASP, Essential Question & Enduring Understanding, Week 7

GEMS: Identified a clear goal for the instruction, how teacher candidates will show their learning, the criteria for success, and why it matters.

GRASP: Identified a clear goal for instruction, a real world role, the audience, a real-world situation, and how teacher candidates will show their learning.

Essential Question: Created a compelling essential question that motivates teacher candidates and inspires authentic inquiry

Enduring Understanding: Identified a statement that summarizes important ideas and core processes that are central to a discipline and have lasting value beyond the classroom

Assignment: Team Lesson Plan: Week 8

Developmental Stage: Determines a focused characteristic for the targeted stage of development and grade level and explains how this information informs instruction.

Idaho Content Standard: Targets a grade-level Idaho

ELA/Literacy Standard or Content Standard and explains how the lesson provides purposeful practice of one or more skills in the standard.			
Cognitive Processes: Identified three research-based strategies from the chapter as a basis for memory & transfer and explained how the evidence supports and informs the instruction.			
Frontload: Identified a specific strategy to cultivate student interest and engagement in reading, writing, and speaking about texts.			
Academic Vocabulary: Focused on building students' academic and content specific vocabulary in context throughout instruction.			
Instructional Sequence: Outlined all teaching strategies to engage students in learning the content and achieving the success criteria for each day. 2. Included indication of gradual release of responsibility (I do, we do, you do together, you do alone) 3. Outlined how much time each strategy will take for a 60 minute lesson. 2. Explained each teaching strategy clear enough for another teacher or substitute to teach the lessons.			
Assessment: Assessed progress by using pre-, formative, and self-assessment that accurately measure knowledge, skills, and emotional (attitudinal) development.			
Assignment: - Agenda, Slide Show, and Practice (15 Points) Week 9			
Agenda: We collaborated to prepare an agenda for our lesson that explains what teacher candidates will be learning, why they're learning it, and how they'll know they've learned it			

Slideshow: We collaborated to create a slideshow for our lesson that included the class protocols and procedures and guided students in their learning.			
Practice Session: We set up a time to practice our topic lesson and receive feedback from Sister Chaffin (30 Minutes)			
Assignment: Individual Lesson Reflection (45 points) After Lesson			
Professional Presence: I dressed professionally, arrived early to set up the room, and had my materials ready.			
Team Presentation: I spoke clearly and confidently and transitioned fluidly to another team member. I maintained eye contact and exuded enthusiasm and energy.			
Teamwork: I worked well with my team to achieve objectives and made a solid contribution to the lesson. I exhibited a high level of mutual respect and collaboration.			
Topic Lesson: Our presentation contained research-based content and strategies clearly related to the topic. The presentation of the material was original and presented in a creative way that held our peers' attention.			
Assignment: Individual Reflection (Write one paragraph for each of the criteria) After Lesson			
Participation: Team Meetings: As I evaluated my attendance, preparation, and participation at my team meetings, my reflection explains the extent to which I exhibited professional behavior. I've also identified my successes and opportunities for growth.			
Leadership: Team Meetings: I fulfilled my leadership			

responsibility to the best of my ability each week. I've identified my successes and opportunities for growth.			
Collaboration: Topic Lesson: I reflected on my preparation for the topic lesson and captured my new understanding of the collaborative process. I also captured the goal(s) I've set to become an effective collaborator.			
Planning: Topic Lesson: As I considered the lesson planning process, I've described my new ways of thinking and captured what I want to transfer to my own lesson planning process.			
Presentation: Topic Lesson: As I reflected on my team's presentation skills, I've identified the ways I exhibited professionalism and the goals I will set for future lessons.			

Final Reflection (One paragraph for each section)