

# How to Drive *Motivation*

Students pose two fundamental questions that relate to motivation to learn: Does the teacher see me? And how does the teacher see me?

—Carol Ann Tomlinson, p. 86

We think control is going to make something better. But people have only two reactions to control: They comply, or they defy.

—Daniel Pink, p. 12

Rewards, punishments, incentives, threats, and other external strategies create finishers, not learners.

—Richard Curwin, p. 38

## 7 REMINDERS

When students know there are supports in place to keep them from free-falling into failure, they're much more likely to take risks to deepen their learning.

—Robyn Jackson and Allison Zmuda, p. 18

A key ingredient in fueling passion to learn is making sure students feel intellectually challenged.

—Stevi Quate and John McDermott, p. 61

When students are focused on goals that they had a hand in choosing, it brings reading engagement, motivation, and progress to a whole new level.

—Jennifer Serravallo, p. 54

Teachers must adopt the mind-set that there's no such thing as laziness. If a student appears lazy, there's something else going on that we can't see.

—Rick Wormeli, p. 26