**Motivation: Definition** (Guthrie, 2015; Headen & McKay, 2015)

* Motivation: the drive of students to learn -- through internal or external factors -- that start, sustain, intensify, or discourage behavior.
  + internal: doing things for one’s own interest, preference or satisfaction
  + external: acting to obtain a reward or avoid a punishment
  + student can be motivated by both internal and external factors at any one time
* Motivation: the values, beliefs, and behaviors surrounding reading
  + “An interested student reads because he enjoys it, a dedicated student reads because he believes it is important, and a confident student reads because he or she can do it.” (p. 62).

**Rewards** (Headen & McKay, 2015; Guthrie, 2015)

* The ultimate goal is for students to be *intrinsically* motivated to read, write, think, and speak across disciplines--to find joy in “gaining knowledge and skills.” (p. 5).
* External rewards can provide an initial boost; “spur [students] with external incentives” (p. 5) BUT -- when rewards come to “be expected” they can undermine motivation; impact intrinsic motivation
* If used, external rewards that emphasize process or inputs (rather than grades/performances) -- where students have a clear sense of control of their learning/actions, have clearly defined competencies that they are working towards (e.g. reading more books will improve comprehension) -- appear to be more effective;

**Motivation & Mindsets** (Headen & McKay, 2015; Dweck 2006; Steele, 2010; Guthrie, 2015)

* Resilience, self-confidence, and tenacity influence motivation
* Students’ beliefs and attitudes about themselves and their schools influence motivation
* Mindset interventions require reliable adults and trustworthy/safe environments (classrooms) -- these factors matter as much as a student’s innate ability/mindset
* Many students have legitimate worries about their abilities to be invested in school (e.g. finances, homelessness, hunger, childcare)
* A “fixed mindset” -- believing that one is either innately good or bad at something -- can be a barrier to students’ motivation and success in school
* Students with a “growth mindset” believe that effort impacts ability and performance; those with a “growth mindset” take bigger chances & embrace the possibility of failure
* Mindsets are malleable; teachers can help students turn fixed attitudes into growth-oriented ones
* For first generation college-goers & African-American students stereotypes about academic performance can turn into self-fulfilling prophecies; also for girls when it comes to math performance
* Stereotype threats depress motivation
* Educators can counter the potential effects of stereotypes with small, strategic interventions
* Believing in yourself (confidence) is more closely linked with achievement than any other motivation through school
* People like the things they do well
* Students who struggle will doubt their ability; lower-achieving students often exaggerate their limitations -- which leads to a downward spiral of doubt/failure; by middle school this cycle can be difficult to break or change

**Motivation & Relationships** (Headen & McKay, 2015; Guthrie, 2015; Tatum, 2014)

* Teacher-student relationships:
  + Teachers play an essential role in whether or not a student feels like he/she “belongs” in a class; “Students care when they feel cared about.” (p. 15)
  + Ongoing positive connections with teachers → higher rates of achievement; less likely to drop out of school; feel more positive about school
  + Believing that all students are important and worthy of high quality instruction
  + Student-centeredness instruction (rather than domineering/controlling approach)
  + Assuring students that they will succeed
* Student-student relationships:
  + grounded in trust, good communication, willingness to help each other
  + center on both academic tasks AND problem solving/social emotional learning (SEL)
  + foster a sense of community and belonging
  + connect the SEL with the academic learning
  + can appear in different ways/formats:
    - Opportunities for partnering or small group work
    - Exchanging ideas or sharing expertise with others
    - Student-led discussions, book talks, team projects, peer feedback

**Motivation & Choice** (Guthrie, 2015; Tatum, 2014)

* Choice is connected with self-determination theory (Vansteenkiste, 2006): students’ development of autonomy --being in charge of their lives -- is central to their academic achievement and emotional adjustment
* Teachers need to enable students to become self-directed and self-controlled of their literacy and academic work
* The opposite of autonomy is coercion/control
* Choices include:
  + self-selection of texts to read (can be bounded within a thematic unit, topic, or genre)
  + student input around topics or around the sequence of topics
  + which strategies to use for comprehension
  + options for demonstrating learning from a text
  + working alone or in groups; selecting the peers with whom to work
* Mini-choices include:
  + select a story to read; select a passage to read-aloud that resonated for you; identify a daily goal for oneself; choose 3 of the 5 questions to answer; write questions for partners
* Adolescent literacy in the 21st century is beyond books – it includes: music, magazines, websites, all types and kinds of social media, visual literacy (clothing logos, graphic comics, videos, etc.) – thus, choice matters.
* Responsive classroom environments with student choice…opportunities to talk about texts helps adolescents build community around books, bolsters self-confidence, and stay engaged (Guthrie, 2008 in Tatum, 2014)

**Motivation & Relevancy** (Guthrie, 2015; Tatum, 2014)

* Relevancy is about motivating students by tapping aspects of their own lives through:
  + Poignant topics; topics that interest students (e.g. letting students talk about their interests/passions, student questionnaires; interest inventories)
  + Real world materials (media from the news; functional texts; community connections/relationships)
  + Linking assignments to students’ personal experiences (events from both their in- and out of- school communities)
* Teachers can create relevancy through:
  + simulations (e.g. enable students to see/feel the connections between a text and their own lives; set up a discrepant situation;
  + thematic/cross-curricular units linked with essential questions (learning is framed through “big ideas” --topics that exist across cultures and generations; topics persist over days/weeks; questions guide students; inquiry)
  + bridging an unknown topic with a known topic
* Students read and write not just to develop skills but as a process of self-discovery and means of empowerment.
* When reading excites kids, the get better at it faster.
* Students get motivated to read when two things happen: 1) they see themselves in the books they read AND 2) the issues they read about have resonance in their lives
* Enabling texts can transform the lives of vulnerable teens – they provoke self-reflection and debate. They challenge students to put their voices on record and value their own ideas.
* Tatum’s four intellectual platforms connect with relevancy: define self, become resilient, engage others, and build capacity.
* Embedding these intellectual platforms into the texts we use in classrooms allows students to move *away* from hopelessness, powerlessness, and grim acceptance of all the worst life has to offer and *towards* hope, resilience, productivity, and success.
* Challenging and relevant (enabling) texts that feel vital to students can truly facilitate the hard work required by the Common Core.

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