

Quotation 1:

“...the relationship between what a person had to do and what he could do was perfect. The challenge wasn’t too easy. Nor was it too difficult. It was a notch or two beyond his current abilities, which stretched the body and mind in a way that made the effort itself the most delicious reward. That balance produced a degree of focus and satisfaction that easily surpassed other, more quotidian experiences.” (p. 113)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 1:

“...the relationship between what a person had to do and what he could do was perfect. The challenge wasn’t too easy. Nor was it too difficult. It was a notch or two beyond his current abilities, which stretched the body and mind in a way that made the effort itself the most delicious reward. That balance produced a degree of focus and satisfaction that easily surpassed other, more quotidian experiences.” (p. 113)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 2:

“...encouraging autonomy doesn’t mean discouraging accountability. Whatever operating system is in place, people must be accountable for their work. But there are different ways to achieve this end, each built on different assumptions about who we are deep down. Motivation 2.0 assumed that if people had freedom, they would shirk—and that autonomy was a way to bypass accountability. Motivation 3.0 begins with a different assumption. It assumes that people want to be accountable—and that making sure they have control over their task, their time, their technique, and their team is the most effective pathway to that destination.” (p. 105)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 2:

“...encouraging autonomy doesn’t mean discouraging accountability. Whatever operating system is in place, people must be accountable for their work. But there are different ways to achieve this end, each built on different assumptions about who we are deep down. Motivation 2.0 assumed that if people had freedom, they would shirk—and that autonomy was a way to bypass accountability. Motivation 3.0 begins with a different assumption. It assumes that people want to be accountable—and that making sure they have control over their task, their time, their technique, and their team is the most effective pathway to that destination.” (p. 105)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 3:

“As Zappos CEO Hsieh told me by e-email, ‘Studies have shown that perceived control is an important component of one’s happiness. However, what people feel like they want control over really varies...so the best strategy for an employer would be to figure out what’s important to each individual employee.’” (p. 106)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 3:

“As Zappos CEO Hsieh told me by e-email, ‘Studies have shown that perceived control is an important component of one’s happiness. However, what people feel like they want control over really varies...so the best strategy for an employer would be to figure out what’s important to each individual employee.’” (p. 106)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 4:

Harvard's Teresa Amabile has found "that the single greatest motivator is 'making progress in one's work.' The days that people make progress are the days they feel most motivated and engaged. By creating conditions for people to make progress, shining a light on that progress, recognizing and celebrating progress, organizations can help their own cause and enrich people's lives." (pp. 127-128)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 4:

Harvard's Teresa Amabile has found "that the single greatest motivator is 'making progress in one's work.' The days that people make progress are the days they feel most motivated and engaged. By creating conditions for people to make progress, shining a light on that progress, recognizing and celebrating progress, organizations can help their own cause and enrich people's lives." (pp. 127-128)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 5:

“People at work are thirsting for context, yearning to know that what they do contributes to a larger whole. And a powerful way to provide that context is to spend a little less time telling how and a little more time showing why.” (p. 138)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink

Quotation 5:

“People at work are thirsting for context, yearning to know that what they do contributes to a larger whole. And a powerful way to provide that context is to spend a little less time telling how and a little more time showing why.” (p. 138)

Where are there opportunities to shift mindset and/or build teacher efficacy within your assigned Quotation?

Quotation 1	<input type="checkbox"/> Yellow
Quotation 2	<input type="checkbox"/> Green
Quotation 3	<input type="checkbox"/> Blue
Quotation 4	<input type="checkbox"/> Orange
Quotation 5	<input type="checkbox"/> Pink