

READ-A-
DIFFERENCE



Reading Motivational Practices Implemented in Classrooms Benefit More Than the Students

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Teaching reading skills is important!

AND

We also want reading to be valued!

Marrying the instruction of the cognitive skills of reading with the will and thrill of reading is what our research team has been exploring for the past seven years.

We call ourselves Read-A-Difference.

Some of the experts whose shoulders we stand on are

Marinak & Gambrell, 2008;

Turner and Paris, 1995;

Wigfield & Guthrie, 1997, to name a few,

As well as conducting our own research,

Sharp, Brandt, & Gardener, 2016;

Brandt, Sharp, & Gardner, 2021

We compiled a unique list of reading motivational practices which we use in our professional development.

Salient 7 Reading Motivational Practices

1. **Choice** (Turner & Paris, 1995)
2. **Collaboration** (Guthrie & Wigfield, 2000)
3. **Control** (Morgan, & Fuchs, 2007)
4. **Challenge** (Tulis & Fulmer, 2013)
5. **Authenticity**
 - a. **Relevant tasks** (McCrudden, Schraw & Hartley, 2006)
 - b. **Genuine teacher interest** (Gambrell, Hughes, Calver, Malloy, & Igo, 2011)
6. **Technology** (Fox, 2014)
7. **Proximal Rewards** (Gambrell, 1996; Gambrell & Marinak, 2009)

Background

- Read-A-Difference (R-A-D) is an organized research team of literacy and leadership educators who dedicate their research to reading motivation.
- Funded by a private donor interested in promoting the love of reading in elementary age children
- Monies are allocated to fellowships that are awarded to interested local elementary school teachers wishing to increase reading motivation amongst their students.

Professional Development

Phase One consists of ...

- 1) Studying reading motivation research articles from experts using a jig saw approach
- 2) Introduction to the Salient 7 Reading Motivational Practices
- 3) Lively discussion centered around how they will implement reading motivation in their classrooms.
- 4) Creating an individual implementation plan.

Phase Two consists of ...

- 1) Monthly follow-ups over the course of the nine-month school year

Invitation to Present

After a few years we thought it expedient to have our RAD teachers present what they have done in their classrooms.

We invited them to share their ideas at a 2020 virtual local conference

Context of Study

- The conference occurred 2-4 years after teachers had participated in the RAD training.
- 8 of the 9 teachers agreed, but only 5 were actually able to be interviewed.
- Questions were asked in
 - Virtual Zoom planning meeting
 - Formal interview was videoed for the conference
- The purpose of the interviews was to glean successful reading motivational activities to be shared with other teachers at the conference.
- What we discovered as we talked with the teachers was long-term effects permeating their practices, their students, and their personal lives.

Serendipitous Study

After receiving IRB approval and signed consent from the teachers.

We combed the interview transcripts for any patterns that went across all five teachers.

Our Question

How did implementing the Salient Seven Motivational Practices in teacher's reading instruction influence the teachers?

5-Step Qualitative Analysis

Taylor-Powell and Renner's (2003) 5 Step qualitative analysis process

1. Study the data
2. Look for any evidence of determined categories
3. Categorize the evidence found into
 - a. Charts
 - b. Bulleted points
 - c. "Stories"
4. Identify patterns and connections within and between categories
5. Interpret the data

4 Patterns Were Identified Across Teachers

1. Meaningful influence on instruction
2. Seeing student change
3. Team building and bonding
4. Positive influences on their personal lives

Evidence of patterns

Short video clips have been taken from the initial Zoom meeting held August 2020. Four teachers represent the five teachers interviewed.

מטב Meaningful Influence on Instruction 1 of 3

Ashley

Clip 1: **Woke up the love of teaching literature in me!**

Clip 2: **Teaching was more fun!**

Clip 3: **Changed my overall focus**



USU Meaningful Influence on Instruction 2 of 3

Jenny

Clip 1: **Small things added up to make a big difference**

Clip 2: **Reading motivation IS important!**



UVU Meaningful Influence on Instruction 3 of 3

Bethany

Clip 1: **Mandated program was brought to life through the motivational principle of CHOICE**

Clip 2: **Use the principles year after year**

Clip 3: **Applied to other subject areas**



Seeing Student Change

Jenny

- **My students were more excited about reading!**

Ashley

- **Students learn that reading is all encompassing.**

Teri

- **Parents thanked her**
- **Using books during the Pandemic**
- **Incorporate books as a lifestyle**

Bethany

- **Reluctant readers helping with class reading goals**
- **Book talks getting others excited to read that book.**



Team Building and Bonding

Teri

- **Had a common goal!**
- **Unified our team!**
- **Reading in the forefront of our minds!**



Positive Influences on Personal Life

Ashley

— **Authentic reading
for a purpose with
son**

— **Broadened her genre**



Interpreting the Data

Reading Motivational Practices Can Breathe Life Back Into Teaching!

- *Reading instruction became more enjoyable.*
- *Reading motivational principles influenced all aspects of their curriculum.*
- *Positive long-term effects*

Conclusion

In a status report on professional development by Darling-Hammond and associates (2009), effective professional development is...

- Intensive*
- Ongoing*
- Connected to practice*
- Focuses on the teaching and learning of specific academic content*
- Builds strong working relationships among teachers*

Motivational practices help train the teachers

We feel that our professional development does all of those things by simply using the same 7 motivational practices in our training that we ask the teachers to use with their students.

Our Take Home

Hattie and Donoghue (2016) suggested that instructional strategies could be organized across a continuum of skill, will, (and they added thrill.)

We suggest that when teachers approach reading instruction with both teaching the skill and fostering the will, they experience a thrill of teaching reading that influences their teaching over an extended period of time.

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Thank You

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