



Professional Development for Adolescent Engagement in
Information Text Phase III-
Middle School Reading:
Motivation and Engagement

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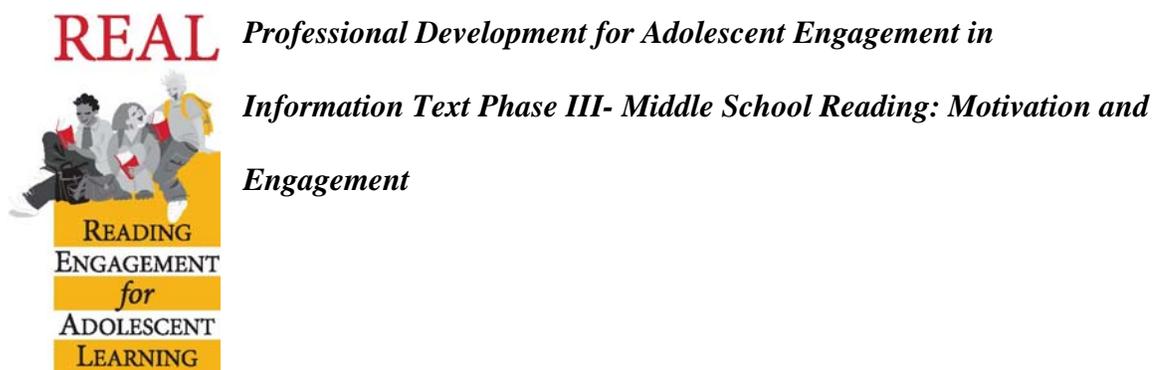
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I. Background

The REAL Project staff has provided two previous professional development trainings that introduced the participating classroom teachers and school system central office staff to the practices and strategies of Phase I - Concept-Oriented Reading Instruction (CORI) for Adolescent Students and Phase II - Adolescent Engagement in Information Text: Strategy Instruction for Information Text (SIIT). Each of these highly rated, effective professional development opportunities is part of an ongoing process that strategically allows for teachers to gain knowledge and practice in using the concepts, skills, and strategies that form the foundation of Phase III – Middle School Reading: Motivation and Engagement. The presenters of the professional development carefully designed Phase III to deepen and extend the teachers’ knowledge and understanding of the instructional motivation and engagement practices introduced in Phase I.

The presenters delivered the Phase III professional development sequence using a one-day active, hands-on workshop model. This workshop provided teachers an opportunity to use the spring implementation materials and practices through lessons that modeled the five targeted motivation practices of relevance, choice, collaboration, success, and conceptual theme. The overarching goals of the workshop were:

- To assess the teachers’ implementation of the Phase II workshop – Strategy Instruction for Information Text (SIIT)

- Successes
- Challenges
- Solutions to the challenges
- To provide teachers with instruction and guided practice in increasing their knowledge and understanding of the five motivation practices and the instructional strategies that support these practices for engaging adolescent readers.

The specific objectives included:

- Increasing understanding of *relevance*
 - How to increase students' interest in reading by providing classroom activities that make text relevant
 - When and why relevance works; when and why relevance fails
- Increasing understanding of *choice*
 - How to provide opportunities for students to take ownership over their reading
 - When and why choice works; when and why choice fails
- Increasing understanding of *collaboration*
 - How to arrange for successful social interactions in reading
 - When and why collaboration works; when and why collaboration fails
- Increasing understanding of *success*
 - How to build students' confidence in their capacity to read well
 - When and why success works; when and why success fails
- Increasing understanding of *conceptual theme*
 - How to provide mastery goals for learning
 - When and why conceptual themes work; when and why conceptual themes fail

The primary presenters were the professional development specialist for the University of Maryland, and Dr. John T. Guthrie, Principal Investigator for the project. Participants included

all seventh grade reading/language arts teachers from each of the four middle schools, a minimum of one inclusion special educator from each middle school, and the instructional reading support teacher from each of the middle schools. The school system central office supervisor of reading/language arts was also an active participant. Through attendance at the Phase I and the Phase II workshops, all participants brought prior experience to this professional development.

II. Assessing Strategy Instruction for Information Text (SIIT) Implementation

As a first step in setting the stage for the workshop, the presenter introduced teachers to a two-sided card that would guide the discussion regarding successes, challenges, and future solutions to the challenges for SIIT implementation.

1. The presenter gave each teacher a card. On the front of the card was a blank male or female face. The back of the card was blank.
2. The presenter directed the teachers to draw on the front of the card a face that depicted how they were feeling about their classroom implementation of SIIT. The presenter also asked the teachers to write two or three key words regarding their expression.
3. After allowing teachers a few minutes to complete their faces, the presenter asked the teachers to share their expressions and to tell the group why they drew them as they did.

Teacher responses included:

- a. Neutral face - depends on the teacher per an instructional support teacher
- b. Sad face - overwhelming, imposing, but good strategies
- c. Smiling faces
- d. Ok so far, some support needed for low/struggling readers
- e. Love video clips
- f. Smiling – working in groups, leveled texts, incorporating text features
- g. Excited, enjoyable

- h. Hmmmmmm – Is this really worth the output?
 - i. Going well but hard with my inclusion class
 - j. Engagement, summarizing – smiling
 - k. Fun! Great! Exciting!
 - l. Helped with science curriculum. Many students passed unit test that would have failed
 - m. Students love it! Everyone is active and engaged
 - n. Books are great! Engaging! Informative!
 - o. Summarizing yeah!
 - p. I've seen some great lessons! (Reading/language Arts Supervisor)
 - q. Summarizing, organized notebooks, excellent note taking structure
 - r. Interesting subject matter
 - s. Sharing challenging for synthesis
4. Teachers then turned the card over and wrote a brief description of the challenges that they were facing with the implementation of SIIT.
5. Once completed, the presenters collected the cards. The presenters informed the teachers that they would review the challenges and address them in a future discussion. Some of the teacher-identified challenges were:
- a. Time – hard to get through a lesson in a 45-minute class period
 - b. Grouping – not used to trying to help students interact
 - c. Confusion over how it fits with the Maryland Voluntary State Curriculum outcomes
 - d. Preparation – interpreting the lesson plan matrix to effectively put lesson into place
 - e. Letting go of teacher control

- f. Need higher-level texts for honors students and lower-level texts for struggling readers
- g. Engaging students
- h. Note taking skills
- i. Supplies for making projects to demonstrate knowledge
- j. Helping students to keep focused on products demonstrating knowledge rather than the details of “pretty” poster
- k. Logistics of working with all the groups
- l. Pacing – modifying implementation to meet the needs of diverse groupings

III. Setting the Stage – Goal Sharing

After reviewing and discussing the SIIT feedback, the presenters quickly moved into the heart of the day’s activities. After activating participants’ prior knowledge and introducing the workshop’s goals, the presenters provided teachers with a copy of a structured workbook. The workbook outlined not only the goals and objectives for the day, but also provided teachers with copies of all major graphic organizers they were to use throughout the teaching *See Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook pp. 28-41.*

To activate the teachers’ prior knowledge and to build the essential link between Phase I and Phase III, the presenters guided the teachers through an active, collaborative Four Square Activity that engaged teams in rotating to answer the stem question: What are the pros/cons to:

1. Making the text relevant?
2. Allowing choice of activities in language arts?
3. Encouraging social interaction with peers?
4. Building success with reading proficiency?
5. Establishing knowledge goals for reading?

After a brief discussion of the items, the presenters posted the charts for reference during the day. *See Appendix B –Four Square Activity: Teacher Responses pp. 42, 43.*

Following this activity, the presenter led the participants through a detailed discussion of the targeted goals and objectives of this professional development. The presentation by Dr. Guthrie stressed the linkages between what teachers learned about motivation practices in Phase I – June 2008 and what they would be learning during this workshop Phase III. He emphasized the differences between the teachers' exposure to the concepts and practices of motivation in June and how they would build upon their learning and knowledge in this workshop.

To help teachers build relevance and connections to their students, he shared the results from Year 1 student interviews where the students universally expressed a desire to have their reading personalized. He guided the teachers to think about this data as it connected to their students and the goals of this workshop. This discussion built the transition for the first motivation practice: relevance. *See Appendix C –Classroom Practices for Motivation and Engagement pp. 44-49.*

IV. Motivation Practice 1: Relevance-Interest

During reading, engaged, competent readers seek to build interest and increase their likelihood of comprehension by making relevant connections to their prior knowledge and experiences. While the top readers do this almost intuitively, a majority of adolescents require explicit instruction in the motivation and cognitive strategies that cue them to the relevance of text, especially information text. Without this relevance guidance from teachers, students frequently fail to engage and gain knowledge and meaning from the reading.

To model the importance of and to provide guided practice in using the instructional strategies that build relevance, the presenters exposed teachers to a lesson that contained specific steps for building relevance using information text. As in prior workshops, the presenters used

materials that link to the school system's seventh grade science units that will be occurring during the implementation phase of the project.

The presenters guided the teachers through a lesson that targeted relevance while continuing to model that motivation practices are not isolated activities, but rather, are a strategic part of structured lesson planning. For example, while relevance is the primary practice of this lesson, the practices of collaboration and choice are also present. The lesson flowed as follows:

- A. The presenter posted the guiding question, "How are living things interdependent in a Savannah food web?" By posing a guiding question, the presenter modeled for the teachers the concept of activating personal interest, establishing a common purpose, and creating a shared interest with focus.
- B. The presenter distributed a common text to the teachers, *What are Food Chains and Webs?* She asked participants to browse/preview the book. While browsing, the presenter asked the teachers to "Write something you know about food webs on a post-it note and place this on a group chart." *See Appendix D – Food Web Post-it Notes: Teacher Examples p. 50.*
- C. Next, teachers watched a four minute video clip, *The Food Chain: Predators & Prey*. The presenter directed the teachers to use a note-taking page from their workbook to take notes that would help them build their knowledge of the guiding question. The presenter's continued referencing of the guiding question modeled for teachers that open-ended note taking without a guiding question is often counterproductive to building knowledge and learning. *See Appendix E – Teachers' Note Taking: Examples p. 51.*
- D. After the video, the presenter asked the teachers to share their notes with a partner/ the group. This practice reinforced collaboration as a motivation practice for learning and also helped to model the confidence/success/self-efficacy that can occur when others

validate and/or add to the major points that one observer/note taker wrote. Thus, the presenter explicitly modeled how to build into the lesson support for success.

- E. Once sharing was complete, the presenter asked the teachers to read in the text pp. 28 - 29 “A Savannah Food Web”, *What are Food Chains and Webs?* The presenter asked the teachers to, "Read to gain understanding of Savannah interdependencies." The presenter asked the teachers to as they read take notes on this. This activity modeled for teachers how students can work collaboratively and independently within the same lesson structure. It also modeled the redirection back to the guiding question so that once again, teachers as students were clear regarding the purpose for reading and note taking. *See Appendix E –Teachers’ Note Taking: Examples p. 51.*
- F. The final product that teachers were required to construct occurred in collaborative pairs. With guidelines posted that required pairs to demonstrate an answer to the guiding question, the presenter directed the teams to create a Savannah food web and to share it within their group. The culminating activity continued the expectation modeled and supported in previous professional development, that products would not be haphazard but would communicate the targeted knowledge learned.

Upon completion of the lesson, the presenter guided the participants in a whole group debriefing discussion where they responded to the guiding questions:

- **Where did knowledge come from to build your web?** Video, discussions, sharing post-its, reading, working in pairs to construct web
- **How did the video help you read?** It made the words visual. I could replay it in my head. It built my interest. It allowed me to link the words to a web/cycle of predators and prey.
- **What did the video do for your interest?** It made me want to know more. It made me more interested in the text. Some of the pictures were similar or the

same as the book and it helped me connect and made it more interesting to see how they were different as well as alike.

- **What contributed to the text being relevant?** The video set the stage. The guiding question focused my attention and sparked my interest.
- **What do you do in your classroom to build relevance for text?** Use KWL charts; act out the key ideas; discussion; try to bring in personal experiences: the students and mine.

In addition, the presenter reviewed with the teachers the Four Square Chart for Relevance. The discussion highlighted the issues that arise when:

Relevance is too little: meaningless reading, no interest development, no use; no application, not connected so it is short lived and no personal connection to build meaning

Relevance is too much: time wasting, no reading to learn, too personal; does not generalize, expect connections that are not there, and only about the personal connection

The presenter emphasized that teachers must plan relevance to be balanced, strategic, and meaningful so that it does not take over the ultimate purpose of the reading, which is to make meaning and gain knowledge.

The culminating relevance activity required the participants complete a questionnaire regarding building relevance in their classrooms. *See Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook -Engagement Support-Relevance p. 31.*

V. Motivation Practice 2: Choice-Autonomy

Through personal experiences, educators know that choice is a highly valued component of a working environment. Additionally, we know that developmentally, adolescents crave choice and control over all facets of their life, including school learning. Ironically, what is often lacking in the instructional practices within our middle school classrooms is that structured and guided practice of choice, which allows our adolescents to feel connected and engaged. With the

challenge in mind to help teachers understand the importance of choice, the presenters constructed and implemented two opposing lessons. Lesson one was a non-choice reading and lesson two was a choice reading experience.

For the non-choice lesson, the presenter scripted the process to demonstrate for teachers the frustration and disengagement that students may experience when the teacher has complete control and students have little or no choice during the instruction.

- A. The presenter gave the teachers a key question, “What are five characteristics of temperate forest habitats?”
- B. The presenter asked the teachers to read for five minutes “Temperate Forests” in the text, *Plant Habitats*.
- C. At the end of the five minutes, the presenter told the teachers to write for three minutes a response to the key question.
- D. At the end of the three minutes, the presenter collected the responses. A presenter read a few responses to the whole group.

During the lesson, the teachers demonstrated behaviors that indicated discomfort and frustration (e.g., talking, questioning each other about the task). Seeing this and knowing that this was the point of this presentation, the presenter asked the teachers to write on post-it notes how they felt about this lesson.

The presenter designed the second lesson to model the power of the motivation practice of choice in reading. The presenter posted the guiding question, “What are three major interdependencies in your biome as shown in your text?” Then, the presenter modeled choice with supporting strategies of collaboration and relevance through the following lesson:

- A. The presenter allowed the teachers to choose a topic – forest food webs or ocean food webs

- B. The presenter guided the teachers to look at several books and to choose one within their topic
- a. Forest – *Forest Food Webs* – pp. 8, 14, 18, or 26 or *Temperate Forest Habitats* pp. 28-29.
 - b. Ocean – *Shark Snacks* – pp. 10-13 or *Amazing Fish* – pp. 8-9.
- C. Once the teachers selected their text, the presenter asked them to browse their selection to form a question that would help them learn important information about their selection.
- D. The teachers read their selections to answer the guiding question and the question that they had formulated.
- a. Posted directions guided the teachers to write down important information as they read.
 - b. Teachers were allowed to choose the sequence within which they completed the required activities;
 - c. Collaboration, sharing their notes with a partner, was the final activity of this phase of reading. *See Appendix F – Food Webs: Teacher Examples pp. 52-53.*
- E. The concluding choice that the teachers experienced was they chose the way to demonstrate their knowledge. They could:
- a. Write a paragraph.
 - b. Make a diagram with labels and linkages.
 - c. Write a speech and share it. *See Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook – Food Webs (cont.) p. 33.*

Once all the participants had completed the choice and non-choice reading lessons, the presenter guided them through a strategic debriefing that compared the two experiences. In groups, teachers used their post-it notes from the non-choice lesson to answer the question,

“What was each of the experiences like – key question (non-choice reading) versus the guiding question (choice reading)?

Teacher Responses

Choice Reading	Non-Choice Reading
I felt guided and supported.	I felt rushed and unclear regarding the correct answer.
I enjoyed the reading because I was not rushed.	The question was not clear enough for me to know what I was looking for in the reading.
I wanted to read because I was able to pick the book and the pages.	I felt like the teacher was controlling everything and I was frustrated.
I wanted to do my best because I was able to choose how I would display what I learned.	The teacher read my answer and did not give me any clear feedback. I was not sure if I had completed the reading appropriately.
I did not mind answering the teacher’s question because I also was able to answer mine.	I was discouraged because I did not feel like what I was doing was valued.
I liked having some choices, but I also became overwhelmed with the number of choices in this lesson.	I felt like I was just doing the task to get through it. I was not really interested in the reading. I was just looking for the right answer.
I felt validated and successful when I shared my notes with my partner.	I could not tell you what else I read that was important. I focused only on finding the answer.
I found that I wanted to look at more parts of the book and find more information.	I just wanted to be finished.
Even though I might not have been interested in either topic, I was willing to read and engage because I got to choose what I thought of as the more interesting between the two.	I was frustrated that I could not talk with my partner to see what he thought about the question and how he was answering it.
The guiding question was very clear and allowed me to evaluate my answer.	I wanted to do a good job, but was angry because I did not feel like I could.

As a closing activity for the motivational practice of choice, the participants reviewed and discussed the Four Square Chart for choice. Based on the two experiences, teachers reflected about the items posted at the beginning of the workshop. They were able to compare the two lessons and to articulate how these two experiences clarified the feelings and level of engagement that adolescent readers demonstrate depending upon the availability of choice.

One participant initiated discussion about how to embed choice into the time and curriculum constraints imposed by the nature of a state assessment-driven instructional environment. The presenter guided the participants in brainstorming possible choices that they could offer that supported students, without negatively influencing time or curriculum focus.

Examples included allowing students:

- To choose between two books in a genre
- To select which pages to read to answer a guiding question
- To formulate their own question in addition to the teacher's question
- To answer two questions from a selection of four
- To decide how to communicate knowledge from a selection of possibilities
- To decide where they start in a reading or response
- To choose a topic from a number
- To choose when to share their product

What became clear during the brainstorming was that once teachers recognized the importance of choice to reading engagement, they were willing to help each other identify ways within the system's curriculum guidelines to for allow meaningfully structured student choice.

The debriefing closed with the presenter reminding teachers that balancing choice is as critical as finding the right mix of relevance. The degree and amount of choice will vary across time, degree of reading difficulty, and the students' level of reading ability. In planning, teachers must be mindful of the need for the balance and must be systematic and purposeful about placing student choice within a lesson. Strategic planning must consider what happens when there is too little or too much choice in order to find the right balance. The discussion highlighted the issues that arise for students when students have:

Too Little Choice: controlled and disengaged, externally regulated, lack self-regulation, actions are robotic, and surface reading occurs

Too Much Choice: confused; lost, anxious, paralyzed by choice, and no expertise in a subject

With this discussion in mind, teachers completed a questionnaire regarding student choice in their classrooms. *See Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook: Engagement Support-Choice p. 34.*

VI. Motivation Practice 3: Conceptual Theme/Mastery Goals

Using the major instructional strategy of concept mapping, the third motivation practice modeled and explored conceptual theme. Using a low level of scaffolding, the presenter asked the teachers to:

- A. Browse the text, *You Scratch My Back: Symbiosis*
- B. Read the first section, pp. 4-11.
- C. Take notes that will help them build a “symbiosis” concept map
- D. Share their notes with a partner
- E. Use a pyramid structure (biggest ideas down to details and examples) to build a concept map with a partner
- F. Within their tables, partners should share the maps discussing what the same is and what is different about the maps

Once the teachers had completed the task, the presenters lead them in a discussion regarding the importance of concept mapping in helping students build success and confidence within a topic. The guiding question that participants answered as a group was, “How did concept mapping contribute to your understanding?” Their answers included:

- It helped build meaning.
- It helped me make connections with what was important about a major concept.
- It helped me organize the concept around major and minor details.
- It gave me a visual representation of the information read.

- It allowed me to reread and re-verify my learning and knowledge with a purpose.
- Doing it with a partner allowed me to validate my learning and ideas.
- It allowed me choice in how I represented the concept within the pyramid structure.

The presenter reviewed the Four Square Chart for conceptual theme. The presenters again emphasized that in planning, teachers must be mindful of the need for balance with conceptual theme. Conceptual theme planning must be systematic and purposeful. It must be relevant and present meaningful connections. Strategic planning must consider what happens when there is too little or too much conceptual theme in order to find the right balance. The discussion highlighted the issues that arise for students when:

Too Little Conceptual Theme: content fragmented, low level of learning, memorization because cannot make connections, and learning is superficial

Too Much Conceptual Theme: mastery is the only focus; grades are not important; grades are generally low; excessive amount of time spent on oddities, and caught up in the theme not the knowledge

The conceptual theme instruction segment of the workshop closed with participants linking the scaffolding instruction from Phase II with Phase III. The teachers practiced how to build levels of scaffolds for students to use concept mapping as a strategy. Working collaboratively in three teams, the teachers' built high, middle, and low scaffolding supports for above level, on grade level and struggling readers. Teams shared with all participants their ideas for feedback and extension. *See Appendix G – Concept Mapping by Reading Level: Teacher Responses pp. 54-55.*

Self-reflection and evaluation are essential components of internalizing learning. Adult learners are no exception to this need. Therefore, the presenter again asked the teachers to take a few minutes and in their workbooks, complete the conceptual theme reflection page. *See*

*Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook:
Engagement Support – Conceptual Theme p. 38.*

VII. Motivation Practice 4: Success/Self-Efficacy

The concept of teachers systematically building into lesson planning and implementation opportunities for all levels of students to experience success in reading was the fourth motivation strategy modeled and practiced. The presenter demonstrated this motivation practice using a prior learning link from the Phase I workshop – reading fluency.

While in Phase I of the professional development, the presenters introduced the concept of reading fluency and its link to student success and self-efficacy. The purpose of today’s extension activities was to deepen the teachers’ experience with reading fluency beyond the word level and beyond the concept of fluency equaling speed. Rather, the focus was on the critical role that success in reading fluency, both oral and silent, plays in building student confidence, understanding, knowledge, and desire to persevere.

The presenter introduced the experience to the group through a discussion of fluency by asking the following guiding questions:

- “How can we move expressive reading beyond the word level?”
- “How do we raise the bar with expressive reading?”
 - Word level
 - Sentence level
 - Paragraph level
 - Idea level

Following this discussion, the presenter gave the teachers the very challenging text, *Scranimals* by Jack Prelutsky. The presenter asked the teachers to do the following:

- A. Browse the text.
- B. Work with a partner and choose a poem to read with that partner.

- C. Read the poem first time together to gain meaning.
- D. Discuss with your partner ways to raise your level of expressiveness in the poem.
- E. Now, the first partner should orally re-read the poem. The other partner listens and provides feedback regarding the expressiveness of the first partner.
- F. Reverse the roles and provide the same feedback.
- G. Complete a final read with both partners reading together for expressiveness.

After all pairs had completed the activity, some volunteered to read their poem to the whole group. *See Appendix H Scranimals by Jack Prelutsky Sample Poem: Avocadodos p. 56.*

Upon completion of this lesson, teachers were so highly engaged that they did not want to return the books. The presenter led the whole group in a discussion targeted around these questions:

- **How does success with fluency build reading confidence?** Teachers shared that they felt more confident after reading the poem several times and getting feedback from a peer that they understood the animal! They felt that the repeated readings and practice made them more curious about reading the other poems. They expressed that they were willing to persevere, even though the text was challenging, because the structure of the lesson built their confidence in themselves as readers. They expressed a clear understanding that unless fluency goes beyond word level and speed, reading is limited to little comprehension and knowledge building.
- **How does success with concept mapping build reading confidence?** Teachers volunteered that while they might have been familiar with concept mapping, the opportunity to create one allowed them to see its role in instruction to build knowledge and understanding. The teachers saw the benefits of individual and collaborative work, which built in checkpoints for success and feedback. They were impressed by the way the concept map allowed demonstration of knowledge. The teachers identified that the

concept map allowed them/students to take complex ideas to a demonstrated level of understanding. The teachers expressed that they felt this would stimulate students to want to read more on the subject. They also felt that it would make students more willing to read in the science classroom because students would come to the reading feeling successful about having some prior knowledge and understanding of complex scientific concepts.

The culminating activity for this lesson reinforced that like the prior motivation practices discussed, student success must be balanced and systematically planned and embedded through lessons. To this end, the presenter reviewed with the participants the pros and cons of success for students:

Too Little Success: shut down, demonstrate avoidance, feel helpless, no internal causality

Too Much Success: experience boredom from monotony, inflated; unrealistic concept of knowledge; failure is debilitating; not resilience; no perseverance to challenge

The discussion ended with teachers completing the self-reflection, self-analysis page from their workbook. *See Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook: Engagement Support: Success p. 39.*

VIII. Motivation Practice 5: Collaboration/Social Interaction

Developmentally, adolescents/middle school students blossom into social beings who are constantly seeking to validate themselves through communication with their peers.

Instructionally, middle school teachers often respond to this behavior by restricting opportunities for students to dialogue with each other. As a result, students often find ways within a lesson to socially interact without regard for the content of the instruction. The challenge for teachers is to tap into this developmental stage in a way that engages students collaboratively around lesson outcomes.

During the Phase I professional development opportunity, the presenter exposed the teachers to the concept of collaboration as a motivation/engagement strategy. Demonstrations and practice allowed workshop participants to engage in collaborative experiences and to reflect upon their value as an instructional tool. The purpose of today's activities was to help teachers develop rules for effective collaboration and feedback that would be an integral part of the project's implementation phase in the spring of 2009.

In order to establish these guidelines and consistent processes for student feedback around collaboration, the presenter asked the groups to:

- A. Brainstorm five rules for good group work.
- B. Brainstorm different options for giving students feedback for each rule.

The chart that follows outlines the group agreed upon rules and feedback options that the presenters will embed in the spring implementation phase of the project.

Rules for Good Group Work	Options for Giving Students Feedback for The Rules
Everybody contributes, support your answers	Provide number of expected answers, record your contributions
Everyone listens to ideas, respect other people's ideas/contributions	Provide a checklist for self-monitoring, share product with peer for feedback
Group set-up rules, clock buddies, clearly defined roles	Verbal feedback – teacher
Share the task responsibility	Provide peer and self checklist for expectations, record other's contributions
Everyone shares in the finished product	Finished product presented

The discussion ended with teachers completing the self-reflection and self-analysis page from their workbook. *See Appendix A – REAL Middle School Reading: Motivation and Engagement Workbook: Engagement Support: Collaboration p. 41.*

IX. Closing

The presenter brought closure to the workshop with a brief review of the next steps in the project's process toward spring implementation. He outlined that the concepts and motivation practices for these phases of the professional development that had centered on providing the context for a high volume of engaged student reading. He reminded teachers that while their knowledge and confidence with the five motivation practices of relevance, choice, conceptual theme, success, and collaboration were clearly demonstrating growth in and skill with implementation, they were not expected to rush back to their classrooms and put these into practice. Rather, the teachers should, as they felt comfortable, experiment with a concept or practice between now and the next professional development in February 2009. At that time, the presenters will fully outline in the CORI-2 Guide, full implementation of the strategies.

The presenters reminded the teachers that the timeline for CORI-2 implementation is mid- April 2009 through the end of May 2009. The presenters reiterated that as a result of the school system's request on their behalf, the scope of the project had grown to include all seventh grade students reading from a 2.5 and above.

X. Evaluation

As in previous workshops, the presenters asked the participants to complete an evaluation form that contained both quantitative and qualitative feedback. The rating scale was from 1 (low) to 5 (high). The charts that follow illustrate the composite feedback for this phase of the workshop evaluation.

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	Range of Responses	Mean of Responses
Workshop Content	4.53-4.59	4.55
Workshop Design	4.29-4.82	4.52
Workshop Results	4.62-4.64	4.63
Workshop Delivery	4.08-4.50	4.30

The Workshop Increased My Understanding of the Following:	
The Components of Motivation Strategies to Engage Adolescents	Mean of Responses
Relevance	4.28
Choice	4.56
Conceptual Theme	4.18
Success	4.29
Collaboration	4.25
The Implementation of Strategy Instruction for Information Text (SIIT).	Mean of Responses
Successes	4.15
Challenges	4.08
Solutions to the Challenges	4.08

Qualitative responses are guided by two open-ended questions:

- What were some of the activities that were valuable to you in this workshop?
 - Use of the concepts in application
 - All of the activities, communication with group members, and paired activities
 - Observing a well-prepared lesson and how effective it is
 - Working in groups, concept mapping, hands-on activities, active movement in groups, nice to get up and move around out of seat, brainstorming activities
 - Scaffolding
 - Partner fluency with a challenging text and pipe cleaner activity
 - Concept mapping
 - Concept mapping, intentional choices
 - All great as usual – I love coming to these workshops
 - Concept mapping
 - Concept mapping to future endeavors
 - Group/collaborative activities
 - Scaffolding (high-low), concept mapping
 - Doing the activities shows me what I can do. The scaffolding was very beneficial
 - Yes, on how to use it with my literature books and pacing map
 - Concept mapping and poetry reading
 - Stepping momentarily away from the emphasis on science and into the Language Arts curriculum
 - Concept mapping and scaffolding
 - The importance of choice is so important
 - Large sticky note discussion (moving around the room), working with others
 - Previewing books with all activities
 - Scaffolding examples
 - The scaffolding and concept mapping activities

- Concept mapping and reading poems
- Discussions were helpful.
- Awesome! This day was fuel for a weary teacher!
- What suggestions do you have for improving this workshop?
 - I would like to get involved with this content more often – a month is a long time
 - None
 - N/A
 - If we are to practice strategies, please allow ample time for completion and reflection
 - Less lecture, especially when there was not time to finish activities
 - The activities need to be more focused one or two main objectives. I'm fuzzy about what I am supposed to remember
 - It was a bit redundant. Being teachers of reading-we have much of the knowledge being delivered! The actual application and long range planning with a bit more detail would be helpful
 - Just need a little shorter – I think did not want to miss work
 - I think that some of the ideas were belabored. We got them last time. I'm still not sure all that we're getting into, however.
 - None at this time
 - More directions on how to get from point A to point B
 - Grading for the spring CORI
 - Less lecture
 - None- do not know enough to make comments
 - N/A
 - N/A
 - None
 - Examples of scaffolding for above grade level student
 - None
 - None
 - None

As in past workshops, the participants' responses were specific and provided invaluable feedback regarding the strengths of this workshop and the future design modifications that might enhance the next professional development. Evaluation results substantially indicated that the teachers were highly engaged and receptive to the professional development. *See Appendix I – Professional Development Evaluation Questionnaire pp. 57-58 and Appendix J– Professional Development Evaluation Questionnaire Feedback Summary pp. 59-62.*

In addition to the teacher feedback, the workshop presenters added another component to the evaluation process. During the course of the workshop, the administrative assistant for the project evaluated the presenters using a structured rating scale that allowed for quantitative and

qualitative feedback. The evaluation provided feedback on a scale of 1 (Item is not applicable to this workshop) to 4 (The presenters were highly effective in implementing this aspect of the Training. The majority of the participants were highly engaged and responsive during the activities.). The rating scale was a completed on a sampling of the activities. The following chart reflects the composite of the three areas rated: relevance, choice, and conceptual theme.

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	Range of Responses	Mean of Responses
Workshop Content	3.5-4.0	3.83
Workshop Design	3.0-4.0	3.79
Workshop Results	4.0-4.0	4.0
Workshop Delivery	4.0-4.0	4.0

The observer also completed the two qualitative questions.

- What were some of the activities used by the presenters that you judged to be valuable for the participants in this workshop?
 - Charts for visual reinforcement, as a reminder
 - Experiencing choice themselves and non-choice (very clear)
 - Showed positive and negative examples
 - Probing about positive qualities of choice produced discussion
 - Use of strategies to connect
 - Attention to teachers' concerns
 - Brisk pace with lots of choice
 - Time warnings for task completion kept group on task
 - Participants' exchanges about text were valuable and on topic
 - Enough books, papers, all materials
 - Answered individual questions
 - Helped people who were confused
 - Presenters were knowledgeable
 - Discussed ways to provide choice within school system framework and pacing guides
 - Making concept maps of text section
 - Discussing above-grade level readers and how to teach them appropriately
 - Putting directions on chart
 - Good mixture of collaboration/work, minimum lecture
 - All teachers engaged in book readings, concept mapping
 - Concept mapping, note taking, creating scaffolds and putting them on charts with sharing for whole group, link to fiction text
 - All materials ready
 - Walked around, kept groups at good pace
 - Acknowledged Parking Lot Questions and answered where able
 - *Scraminals* well liked!

- Use of the video
 - Hands on poster creation
 - Group was engaged
 - Discussion with partner
 - Recognized it would build student success
 - Presenters consistently asked about teacher challenges and then group brainstormed solutions
 - Participants were positive about the activities.
 - Reading text after video was confirming
 - Video linked to text
 - Crisp pace, no down time
 - Parking lot poster available for additional questions
 - Presenters knowledgeable
 - Use of charts to state objectives
 - Use of guiding question to create focus
 - Relevance as one key to engagement came across well
 - Participants found note taking discussion with partner helpful
 - Participants felt watching the video made the text “real”
 - Participants seemed to enjoy collaborating to create the poster
 - Participants were definitely engaged and energized and it was early in the day!
 - Excellent lesson on relevance
- What suggestions do you have to help the presenters improve this workshop?
 - Wait longer before answering own questions

XI. Summary

During this workshop, the teachers practiced and extended their skills and knowledge regarding the motivation practices that engage adolescent readers of all ability levels in meaningful reading and knowledge building using information text. The concepts, skills, and strategies they practiced form the foundation of the CORI-2 conceptual framework that teachers will implement in the spring. Their success today will form the building blocks of the February 2009 professional development.

List of Appendices

Professional Development for Adolescent Engagement in Information Text Phase III- Middle School Reading: Motivation and Engagement

A – REAL Middle School Reading: Motivation and Engagement Workbook pp. 28-41

B –Four Square Activity: Teacher Responses pp. 42-43

C –Classroom Practices for Motivation and Engagement pp. 44-49

D – Food Web Post-it Notes: Teacher Examples p. 50

E –Teachers’ Note Taking: Examples p. 51

F – Food Webs: Teacher Examples pp. 52-53

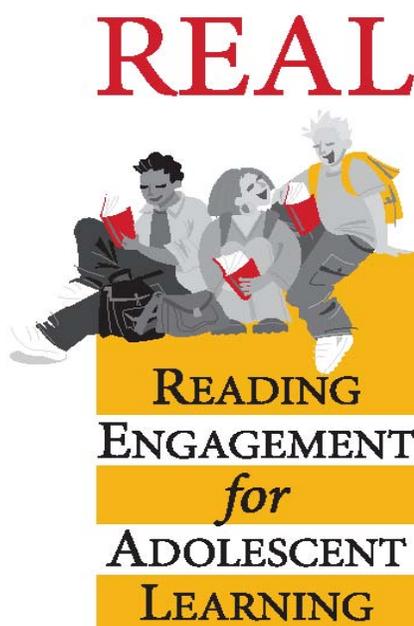
G – Concept Mapping by Reading Level: Teacher Responses pp. 54-55

H Scranimals by Jack Prelutsky- Sample Poem: Avocadodos p. 56

I – Professional Development Evaluation Questionnaire pp. 57-58

J– Professional Development Evaluation Questionnaire Feedback Summary pp. 59-62

Appendix A (pp. 28-41)



**Middle School Reading:
Motivation and Engagement Workbook**

University of Maryland
St. Mary's County Public Schools

November 2008

CORI Professional Development 2008-2009

Overall Goals:

- June 2008
 - Introduction to aims and pedagogy of CORI
 - Experience mini-CORI, motivation activities, and cognitive processes
- September 2008
 - Strategy Instruction for Information Text (SIIT)
 - Guided reading with information texts – modeling, scaffolding, grouping, collaboration
- November 2008
 - Increase understanding of relevance:
 - How to increase students’ interest in reading by providing classroom activities that make the text relevant
 - When and why relevance works; when and why relevance fails
 - Increase understanding of choice:
 - How to provide opportunities for students to take ownership over their reading
 - When and why choice works; when and why choice fails
 - Increase understanding of collaboration:
 - How to arrange for successful social interactions in reading
 - When and why collaboration works; when and why collaboration fails
 - Increase understanding of success:
 - How to build students’ confidence in their capacity to read well
 - When and why success works; when and why success fails
 - Increase understanding of conceptual theme:
 - How to provide mastery goals for learning
 - When and why conceptual themes work; when and why conceptual themes fail
- February 2009
 - Interacting with CORI 2 Teacher’s Guide
- April – May 2009
 - Implementation of CORI 2

Notes



Video:

Text:

Engagement Support - Relevance

<p>Classroom activities that increase students' interest in reading and make the text relevant:</p>	
<p>Important points, notes, & ideas:</p>	
<p>Challenges</p>	

Food Webs

My Topic:

My Text:

1. Guiding question: What are 3 major interdependencies in your biome as shown in the text?

Notes:

2. My question: _____

Notes:

Food Webs (cont.)

Choose a way to compose your understanding of interdependencies

- 1. Write a paragraph**
- 2. Make a diagram with labels and linkages**
- 3. Write a speech: write your notes on index cards**

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for students to write their responses to the prompts above.

Engagement Support - Choice

<p>Classroom activities that provide opportunities for students to take ownership over their reading:</p>	
<p>Important points, notes, & ideas:</p>	
<p>Challenges:</p>	

Symbiosis

Text notes:

Symbiosis Concept Map

Concept Mapping

Reading level:

<p>High Scaffold</p>	
<p>Medium Scaffold</p>	
<p>Low Scaffold</p>	

Engagement Support – Conceptual theme

Classroom activities that provide a mastery goal for learning:	
Important points, notes, & ideas:	
Challenges	

Engagement Support: Success

<p>Classroom activities that build students' confidence in their capacity to read well:</p>	
<p>Important points, notes, & ideas:</p>	
<p>Challenges:</p>	

Collaboration

Rules for good group work:

1.

2.

3.

4.

5.

Options for giving students feedback for this rule:

1.

2.

3.

4.

5.

Engagement Support: Collaboration

<p>Classroom activities that provide opportunities for successful social interactions in reading:</p>	
<p>Important points, notes, & ideas:</p>	
<p>Challenges:</p>	

Appendix B (pp. 43, 44)

Four Square Activity: Teacher Responses

1. Making the Text Relevant

Pro	Con
Builds interest and desire to learn	Takes time
Uses authentic situations – they have heard it before.	Get caught up in the relevance and miss the reading/knowledge building
Builds personal connections	Might not be interested in the topic
Creates excitement	
Creates a more positive student attitude	
Builds success and connections in the content classes	
Integration builds increased performance	
Narrows the focus	

2. Choice of Activities in Reading/language Arts

Pro	Con
More interesting to students	Students might have trouble choosing.
Student sense of control	Management by the teacher
Ownership	Time to complete the activities
Draws upon student strengths, learning styles, and abilities	Students will make same choices and won't take risks.
They will go beyond – extend what is required.	Students need instruction on how to create and present information
Kids like it!	Timing could be different and difficult
Allow for more creativity	Time consuming
Students more engaged	Hard to grade
Differentiates naturally	
Allows for cooperative learning	
More exciting for students!	
Gives ownership in learning to student	

3. Social Interaction with Peers

Pro	Con
Gaining information from others	Get wrong information
Clarifying understanding	Can get off task
Student humbled	Arguing
Student energy can be contagious	Competition among students
Sharing of information all engaged	Noise level
Community of learners	No individual thought
Kids own learning	Some students may take over

Pro	Con
More natural for some students to speak instead of write	Social butterflies
Feel successful	Copying of ideas
Like being in class and learning	Difficult to keep on topic
Students encourage peers to engage in activities	Need a lot of teacher direction

4. Success with Reading Proficiency

Pro	Con
Increased motivation	Time consuming
Students tend to work harder when they feel they are successful.	Some students may feel left out/behind or threatened.
Faster independence and competence	Not enough higher level skills
Success in other classes	
Leveled text = success	
Connections to science curriculum	
Addresses the needs of struggling readers	
Builds confidence	
Peer tutoring	
Leveled text	
Able to read comfortably	
Pictures, headings, subtitles, captions – aided with comprehension	
Engaged the boys	

5. Knowledge Goals for Reading

Pro	Con
Purpose for reading	None noted
Keeps them on track	
New focus for reading without thinking about how to do it	
Have pride in knowledge gained	
Gaining knowledge for real world issues	
Focus – purpose to read	
Text features	
Reinforcing strategies	
Helps build content knowledge	

Appendix C

Classroom Practices for Motivation and Engagement University of Maryland/St. Mary's County Public Schools Research Project November 2008

Professional Development Workshop Goals

- *Relevance* to increase interest in reading: When and why it works; when and why it fails.
- *Choices* to increase ownership in reading: When and why it works; when and why it fails.
- *Conceptual theme* to increase mastery goals in reading: When and why it works; when and why it fails.
- *Success* to increase efficacy in reading: When and why it works; when and why it fails.
- *Collaboration* to increase social interaction in reading: When and why it works; when and why it fails.

Classroom Practices to Promote Motivation

Interest →

1. Relevance

Self-Efficacy →

2. Success

Autonomy →

3. Choice

Social Interaction →

4. Collaboration

Mastery Goals →

5. Thematic Unit

Appendix C (cont.)

“Choice? We did that.”

I’m a gardener and I want to improve, but I already did perennials once.

I’m a golfer and I want to work on my game, but I have already heard about putting.

I’m a jazz musician and I’m evolving, but I know everything about beat and rhythm.

I’m an economist and I’m advancing, but I already studied statistics once.

Interview Study of St Mary’s County Seventh Graders

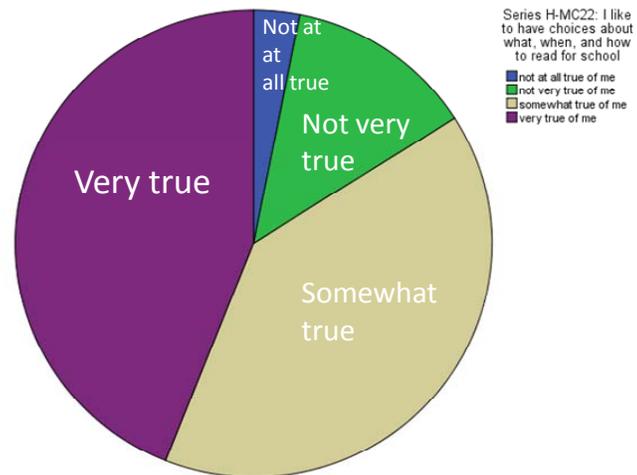
- April- May 2008
- 260 students, 2 interviews- 30 minutes each
- B/G, AA/EA, High/Middle/Low Achievers
- Open-Exploratory; Focused-Probing
- Audiotapes transcribed to 9000 pages
- In-school; Out-of-school
- Experiences, opportunities

Motivations and Classroom Practices

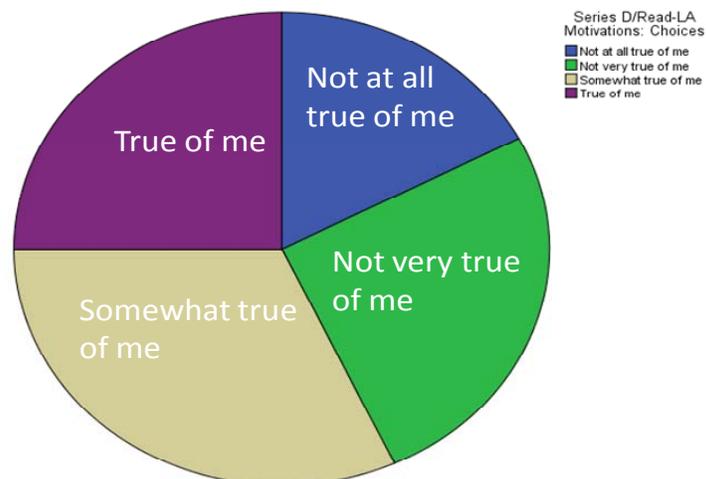
- What practices do you prefer?
- What practices do you experience in school?

Appendix C (cont.)

“I like to have choices about what, when, and how to read for school.”

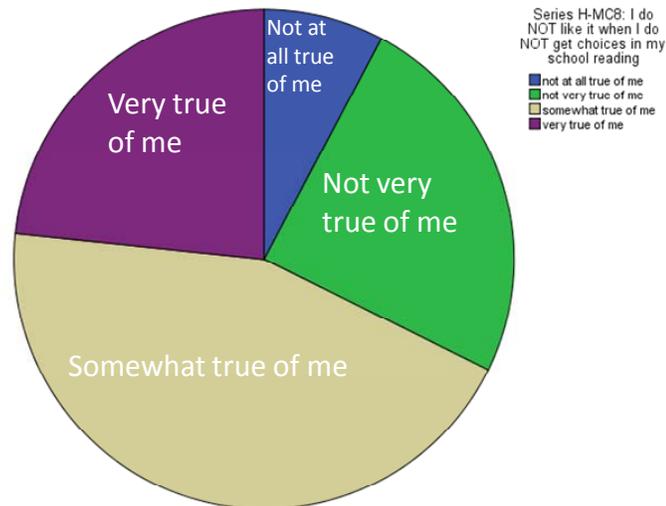


In Reading/Language Arts, “I have choices about what I read.”



Appendix C (cont.)

“I do NOT like it when I do NOT get choices in my school reading.”



Appendix C (cont.)

Relevance: Discussion

Relevance- too little

Meaningless
 No interest development
 No use; no application
 Not connected, is short lived
 No personhood

Relevance- too much

Time waste
 No book learning
 Too personal; not generalized
 Expect connections- not there

Choice: Discussion

Choice- too little

Students controlled so disengaged
 Externally regulated
 No self-initiation
 Regress to robot
 Surface reading
 No reading interests

Choice- too much

Confused; lost
 No superstructure for discipline
 Anxious
 Paralyzed by choice
 No expertise
 No knowledge of others
 Disconnected from cultural norms

Conceptual Theme: Discussion

Conceptual Theme- too little

Content is fragmented
 Low learning
 Memorize because can't connect
 Superficial learning
 homework

Conceptual Theme- too much

Mastery only
 Grades not important; so grades low
 Excessive time on oddities
 Not regulated; do not hand in

 Attend, but do not graduate college

Appendix C (cont.)

Success: Discussion

Success- too little

Shut down
 Avoidant
 No agency
 No internal causality
 Helpless

Success- too much

Boredom from monotony
 Inflated self-appraisal
 Failure is debilitating; no resilience
 No perseverance to challenge

Collaboration: Discussion

Collaboration- too little

Isolated
 Depressed
 Fearful of new
 Lacking feedback, lack of learning
 Social learning is deficient

Collaboration- too much

Over-dependent on others
 Time loss
 Externally regulated

Appendix D

Food Web Post-It Notes: Teacher Examples

- Dependent on other creatures
- Passing of energy
- Survival depends on it
- Every ecosystem is fragile - one piece removed can negatively impact the rest of it.
- Many types in different ecosystems
- Web implies crisscross rather than a straight line
- All living things are connected (omnivores, carnivores, herbivores).
- Something has to be on the bottom and top.
- Food web is everywhere – plants, animals, and people
- Food chain – order circle of life (dependence)
- Different ecosystems – different chains
- Survival of the fittest
- Any living organism can be a part
- Equal balance needed in food chain
- Bigger things eat the smaller things
- It is interrelated.
- It is a web hierarchy/interdependency.
- If a species were to die off, it would affect the chain.
- Man is at the top.

Appendix E

Teachers' Note Taking: Examples

Notes



Video: How are living things interdependent in a Savannah food web?

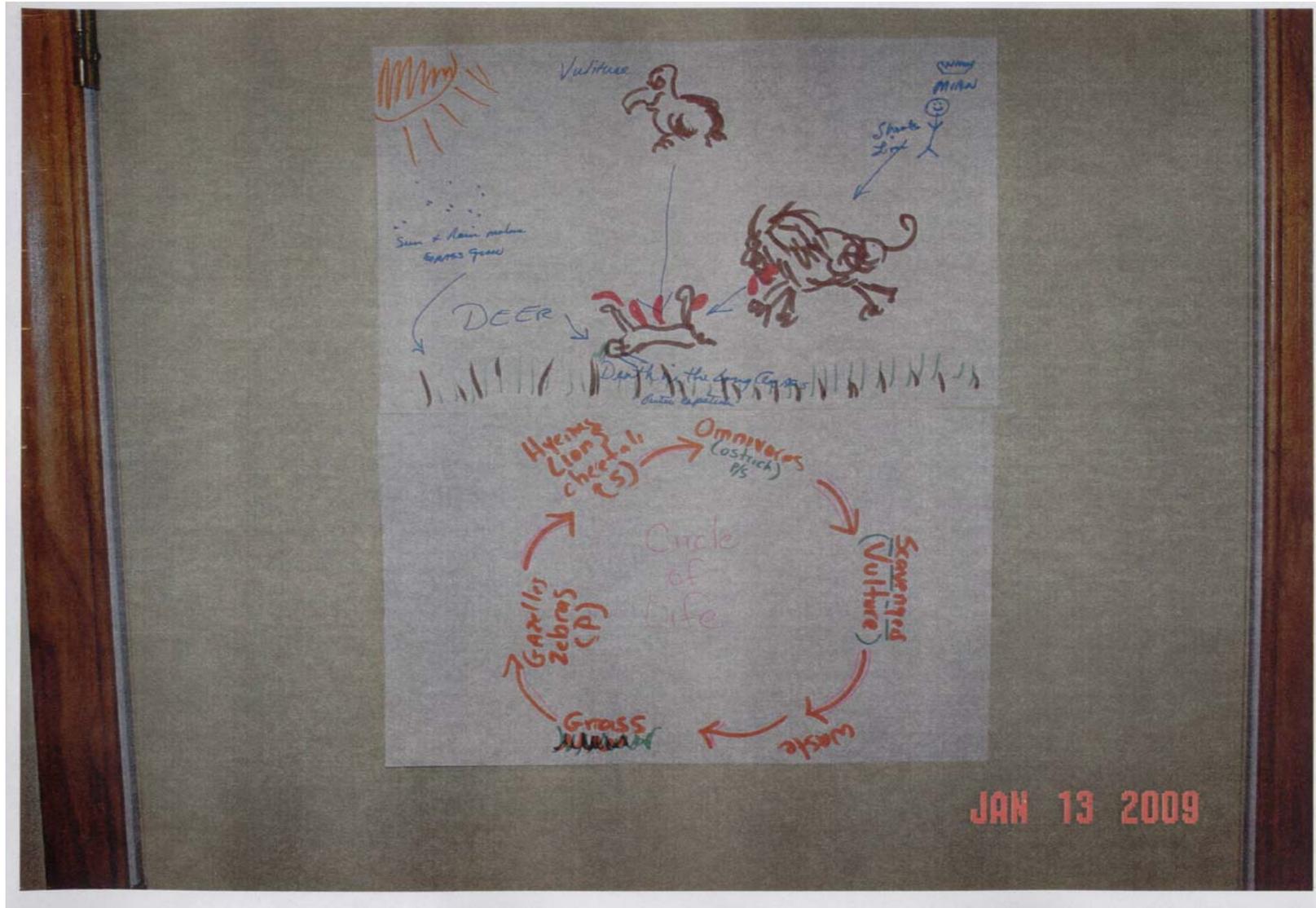
- Larger animals eat less frequently
- Predator/prey
- Each dependent on the next
- Grass collects energy from the sun and kick off each food chain
- Cougars and hyenas compete
- Starts with photosynthesis and ends with decay, which provides nutrients to soil and plants

Text: read & add notes; share with partner and add note; share and add notes; create a diagram of information

- Savannah has a wet season and a dry season.... Herbivores travel as effect.
- Scavengers clean up after the carnivores.
- Primary consumers eat grass.
- Secondary consumers are carnivores.

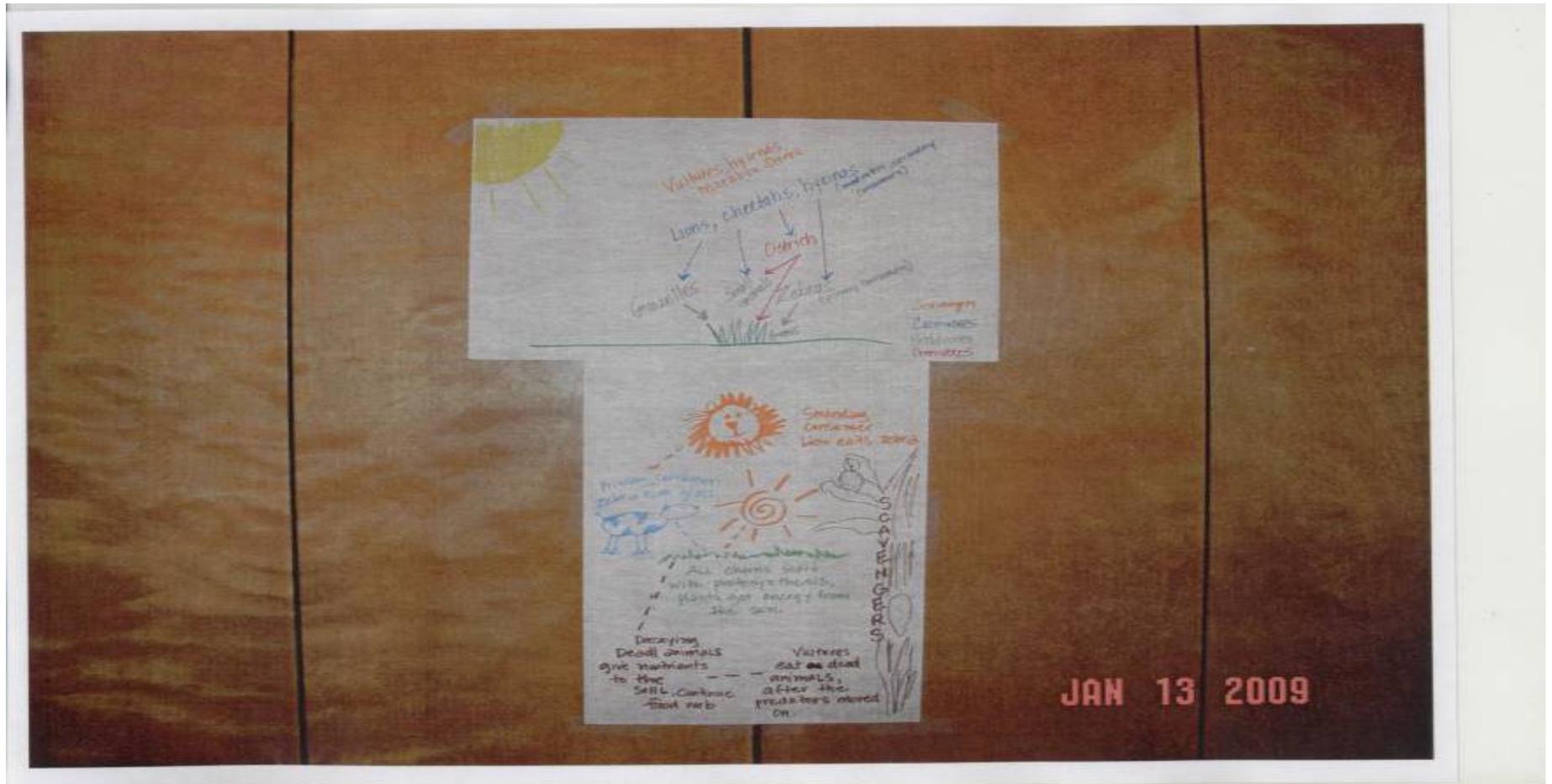
Appendix F

Food Webs: Teacher Examples



JAN 13 2009

Appendix F (cont.)
Food Webs: Teacher Examples



Appendix G

Concept Mapping by Reading Level: Teacher Responses

Scaffolding for Below-Grade Level Readers

- High** Provide a graphic organizer
 Provide a word bank for the concept
 Establish a fixed number of responses
 Provide main ideas with examples
 Limit the reading to a small section
 Model as a whole group
 Provide main idea and details to fill in graphic organizer
 Create a concept map together
- Med.** Brainstorm in large group key concept – main idea and details
 Provide a partially filled in concept map
 Work together in teams to complete with familiar text
 Provide diagram
 Work in pairs with selected reading
- Low** Provide a blank concept map
 Provide short text
 Work in groups around a topic
 Allow choice to present/select information
 Provide multiple information sources

Scaffolding for On-Grade Level Readers

- High** Complete graphic organizer together
 Provide answers for difficult concepts
 Provide key words
- Med.** Provide graphic organizer
 Provide main idea students provide supporting details
 Work in partners/groups to complete
 Provide key words
- Low** Provide topic/section to read
 Create own concept map
 Provide limited examples
 Provide limited details to support examples
 Direct to make a concept map about _____

Appendix G (cont.)

Concept Mapping by Reading Level: Teacher Responses

Scaffolding for Above-Grade Level Readers

- High** Model with whole group
Provide word bank
Provide page numbers to locate topic
Provide graphic organizer
Model expectation
Work with partner or small group
- Med.** Create own organizer
Complete task with a partner
Assign topic to partners with grade level text
Provide model of concept map
- Low** Choose own topic
Independently locate information
Create concept maps without modeling by teacher
Discuss organizer structure and notes with a partner, complete on own

Appendix H

Scranimals by Jack Prelutsky

(Sample Poem- "Avocadodos")



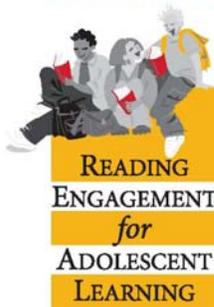
Poor AVOCADODOS,
Ungainly and green,
You're gone from today's
Biological scene.
Your craniums held
But a bit of brain,
Explaining in part
Why you didn't remain.

You never were fast,
And you never were strong,
It's hardly surprising
You couldn't last long.
A fruit and a fowl
Inexplicably linked,
Poor AVOCADODOS,
You're sadly extinct.

ah-vuh-ca-DOE-doze

Appendix I

REAL Professional Development Evaluation Questionnaire



Workshop Name: Professional Development for Adolescent Engagement in Information Text

Dates: November 17th and 18th, 2008

Location: Hampton Inn

Participant's Name (Optional): _____

Job Title: ___ Reading/Language Arts Teacher ___ Special Education Teacher

___ Instructional Resource Teacher for Reading

___ Other (_____) Please Specify

Circle Years in Present Position: <1 1-3 3-5 5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5="Strongly agree," or the highest, most positive impression

3= An adequate impression

1="Strongly disagree," or the lowest, most negative impression

Choose N/A if the item is not appropriate or not applicable to this workshop.

Your feedback is sincerely appreciated. Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. The workshop objectives were clear to me. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The workshop reading content is relevant to my job. | 1 | 2 | 3 | 4 | 5 | N/A |

WORKSHOP DESIGN (Circle your response for each item.)

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 3. The balance of lecture, large group, small group, individual, and partner activities was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. The workshop activities stimulated my learning. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. The workshop activities gave me adequate practice and feedback. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. The level of difficulty of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. The pace of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. The instructors/facilitators were well prepared. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. The instructors/facilitators provided additional assistance, as needed. | 1 | 2 | 3 | 4 | 5 | N/A |

Appendix I (cont.)

WORKSHOP RESULTS (Circle your response to each item.)

10. I accomplished the objectives of this workshop. 1 2 3 4 5 N/A

11. I will be able to use what I learned in this workshop. 1 2 3 4 5 N/A

WORKSHOP DELIVERY (Circle your response to each item.)

In this workshop I increased my knowledge and understanding of the following:

12. The components of Motivation strategies to engage adolescents.

Relevance	1	2	3	4	5	N/A
Choice	1	2	3	4	5	N/A
Conceptual Theme	1	2	3	4	5	N/A
Success	1	2	3	4	5	N/A
Collaboration	1	2	3	4	5	N/A

13. The implementation of instruction for Strategy Instruction for Information Text (SIIT).

Successes	1	2	3	4	5	N/A
Challenges	1	2	3	4	5	N/A
Solutions to the Challenges	1	2	3	4	5	N/A

18. What were some of the activities that were valuable to you in this workshop?

19. What suggestions do you have for improving this workshop?



Appendix J

Professional Development Evaluation Questionnaire Composite Results

Workshop Name: Professional Development for Adolescent Engagement in Information Text

Dates: November 17th and 18th, 2008

Location: Hampton Inn

Participant's Name (Optional): 28/30

Job Title: 18 Reading/Language Arts Teacher 7 Special Education Teacher

3 Instructional Resource Teacher for Reading

2 Other (Student Teacher and Academic Dean for Spring Ridge Middle) Please Specify

Circle Years in Present Position: <1=1 1-3=6 3-5=4 5+=7

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5="Strongly agree," or the highest, most positive impression

3= An adequate impression

1="Strongly disagree," or the lowest, most negative impression

Choose N/A if the item is not appropriate or not applicable to this workshop.

Your feedback is sincerely appreciated. Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

- | | | | | | | | |
|--|---|---|---|---|---|-----|-------------|
| 1. The workshop objectives were clear to me. | 1 | 2 | 3 | 4 | 5 | N/A | 4.56 |
| 2. The workshop reading content is relevant to my job. | 1 | 2 | 3 | 4 | 5 | N/A | 4.53 |

WORKSHOP DESIGN (Circle your response for each item.)

- | | | | | | | | |
|--|---|---|---|---|---|-----|-------------|
| 3. The balance of lecture, large group, small group, individual, and partner activities was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A | 4.68 |
| 4. The workshop activities stimulated my learning. | 1 | 2 | 3 | 4 | 5 | N/A | 4.50 |
| 5. The workshop activities gave me adequate practice and feedback. | 1 | 2 | 3 | 4 | 5 | N/A | 4.29 |
| 6. The level of difficulty of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A | 4.32 |
| 7. The pace of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A | 4.29 |
| Afternoon Dragged | | | | | | | |
| 8. The instructors/facilitators were well prepared. | 1 | 2 | 3 | 4 | 5 | N/A | 4.82 |

Appendix J (cont.)

9. The instructors/facilitators provided additional assistance, as needed.

	1	2	3	4	5	N/A	4.71
	Good Exchange						

WORKSHOP RESULTS (Circle your response to each item.)

10. I accomplished the objectives of this workshop.

	1	2	3	4	5	N/A	4.62
--	---	---	---	---	---	-----	-------------

11. I will be able to use what I learned in this workshop.

	1	2	3	4	5	N/A	4.64
	Yes tomorrow!						

WORKSHOP DELIVERY (Circle your response to each item.)

In this workshop I increased my knowledge and understanding of the following:

12. The components of motivation strategies to engage adolescents.

Relevance	1	2	3	4	5	N/A	4.28
Choice	1	2	3	4	5	N/A	4.50
Conceptual Theme	1	2	3	4	5	N/A	4.18
Success	1	2	3	4	5	N/A	4.29
Collaboration	1	2	3	4	5	N/A	4.25

13. The implementation of instruction for Strategy Instruction for Information Text (SIIT).

Successes	1	2	3	4	5	N/A	4.15
Challenges	1	2	3	4	5	N/A	4.08
Solutions to the Challenges	1	2	3	4	5	N/A	4.08

18. What were some of the activities that were valuable to you in this workshop?

- Use of the concepts in application
- All of the activities, communication with group members, and paired activities
- Observing a well prepared lesson and how effective it is
- Working in groups, concept mapping, hands on activities, being active movement in groups, nice to get up and move around out of seat, brainstorming activities
- Scaffolding
- Partner fluency with a challenging text and pipe cleaner activity
- Concept mapping
- Concept mapping, intentional choices
- All great as usual – I love coming to these workshops.
- Concept mapping
- Concept mapping to future endeavors
- Group/collaborative activities
- Scaffolding (high-low), concept mapping
- Doing the activities shows me what I can do. The scaffolding was very beneficial.
- Yes, on how to use it with my lit book and pacing map.
- Concept mapping and poetry reading
- Stepping momentarily away from the emphasis on science and into the Language Arts curriculum
- Concept mapping and scaffolding
- The importance of choice is so important.

• **Appendix J (cont.)**

- Large sticky note discussion (moving around the room), working with others
- Previewing books with all activities
- Scaffolding examples
- The scaffolding and concept mapping activities
- Concept mapping and reading poems
- Discussions were helpful.
- Awesome! This day was fuel for a weary teacher!

19. What suggestions do you have for improving this workshop?

- I would like to get involved with this content more often – a month is a long time.
- None
- N/A
- If we are to practice strategies, please allow ample time for completion and reflection.
- Less lecture, especially when there wasn't time to finish activities.
- The activities need to be more focused one or two main objectives. I'm fuzzy about what I am supposed to remember.
- It was a bit redundant. Being teachers of reading-we have much of the knowledge being delivered! The actual application and long range planning with a bit more detail would be helpful.
- Just need a little shorter – I think didn't want to miss work.
- I think that some of the ideas were belabored. We got them last time. I'm still not sure all that we're getting into, however.
- None at this time.
- More directions on how to get from point A to point B.
- Grading for the spring CORI.
- Less lecture
- None- do not know enough to make comments.
- N/A
- N/A
- None
- Examples of scaffolding for above grade level student
- None
- None
- None

The following table summarizes the results of the evaluation and feedback:

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	Range of Responses	Mean of Responses
Workshop Content	4.53-4.59	4.55
Workshop Design	4.29-4.82	4.52
Workshop Results	4.62-4.64	4.63
Workshop Delivery	4.08-4.50	4.30

The following table represents workshop participants' understanding of the following:

Motivation Strategies to Engage Adolescents	Mean of Responses
Relevance	4.28
Choice	4.56
Conceptual Theme	4.18
Success	4.29
Collaboration	4.25
Implementation of Strategy Instruction for Information Text (SIIT)	
Successes	4.15
Challenges	4.08
Solutions to the Challenges	4.08