Sparkle in Your Classroom

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Today’s topics on motivation and engagement

- **Benefits**
- **Concepts**
- **Approaches 1, 2**
- **Classroom Pract. (3)**
- **Brainstorm**
- **Approaches 4, 5**
- **Appraise**

**How will it help me?**

- **What will it help me?**
- **What do I need to know?**
- **How do I think about this?**
- **What can I do?**
- **Imagine my classroom?**
- **Possible Models?**
- **Evidence for success?**
Benefits of Motivation in Your Classroom

Your children will enjoy themselves.
Benefits of Motivation in Your Classroom

Your children will grow mentally, emotionally and socially.
Benefits of Motivation in Your Classroom

Your children will score well on assessments.
Benefits of Motivation in Your Classroom

Your children will become self-directed learners.
Benefits of Motivation in Your Classroom

You will be at liberty to relax.
Benefits of Motivation in Your Classroom

You will be free to innovate.
Benefits of Motivation in Your Classroom

Your children’s parents will like you.
Benefits of Motivation in Your Classroom

Your Principal will like you.
Benefits of Motivation in Your Classroom

Your family will love you because you are happy.
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How will it help me?
What do I need to know?
How do I think about this?
What can I do?
Imagine my possibility
Evidence for success
Shifts in motivational effects on achievement

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Interest **</td>
<td>Interest *</td>
</tr>
<tr>
<td>Self-Efficacy **</td>
<td>Self-Efficacy **</td>
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<tr>
<td>Social **</td>
<td>Social **</td>
</tr>
<tr>
<td>Value *</td>
<td>Value ***</td>
</tr>
<tr>
<td>Engagement !</td>
<td>Engagement !</td>
</tr>
</tbody>
</table>
SMILE---

SMILE---

Sharing, Me, Importance, liking, Engagement

- Social
- Self-efficacy,
- Valuing,
- Intrinsic motivation,
- Engagement
Negative motivations undermine achievement: heighten priority for teaching

**Affirming**
- Interest
- Self-Efficacy
- Social
- Value
- Engagement

**Undermining**
- Disinterest
- Perceived Diff
- Anti Social
- De-Value
- Disengagement
Undermining motivations: heighten priority for teaching
Concepts: Engagement Model of Reading

Motivation in Reading

Components:
- Efficacy
- Value
- Intrinsic
- Social

Reading Engagement

Components:
- Effort
- Enthusiasm
- Persistence
- Self-regulation
- Instructional

Reading Achievement

Components:
- Reasoning
- Literal
- Fluency
- Vocabulary
- Decoding
- Phonemic awareness

Classroom Instruction and Teaching

Components:
- Relevance/choice
- Success
- Importance
- Collaboration
- Volume

Cognition in Reading

Components:
- Word rec.
- Fluency
- Literal
- Reasoning
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Evidence for success?
Approaches: Frames of Mind for Motivation

1. *Spice It Up*
2. Literature rich classroom
3. Motivation Practices
4. Matrix of Motivation Practices
5. Creative expression
Spice It Up

#1

- Guest read aloud*
- Musical books
- Scavenger hunt
- Make a book for someone
- Story webs
- Kids quiz
- Read to Kindergarten
- Read to Principal

- Book covers: make & display
- Read a Thon
- “Picture book”
- Dress like favorite character
Spice It Up Benefits?

- *Situational Interest*; A local Police Chief reads a story

- *Individual Interest*; Student enjoys reading mysteries
Spice It Up Benefits?

Event: Principal rides a pig to school while reading a book
- Event creates ‘situational interest’
- Event is exciting, context-bound
- Interest not generalizable, or ‘individual interest’

Benefits?---STARTERS. Fun today, but need extended follow up.
**Spice It Up Benefits?**

Time to *internalize* cognitive skill.

Grade 4 student - inferencing instruction?

- Initial multiple modeling 3 less. (20 min)
- Guided practice 15 less. (10 min)
- Independent practice (inside concept mapping) 15 less. (20 min)
- Total time 9 hours in 33 days
Spice It Up Benefits?

Time for Intrinsic Motivation:
Grade 4 male student – indifferent reader

- Highly guided minimal choices on existing interest (sharks) 5 events (10 min)
- Moderately guided wider choices (predatory fish and animals) 10 events (5 min)
- Minimally guided animal survival (non fiction and fiction books) 20 events (5 min)

Total time = 3 hours - 35 days

Spice It Up gives ‘situated’ but not individual interest.
Literature rich classroom

#2

- Literacy motivation is supported for 30% of your E/LA period daily
- Planning motivation support includes: materials, activities
Literature rich classroom in E/LA:
Examples

- Read aloud --- teacher, students, variety, choral, guests, “honor the books”
- Reading time --- book collection, self-selection
- Book club --- self-selection in groups, reaction sharing
- Discovery Education Video with Book links. – (Animal Life; Carnivorous Plants, Space Exploration)
Literature rich classroom in E/LA

- Big Ideas (Information text; multi-genre)
  - Survival in the sea; Living in the Desert; Killing to Live (predation)
  - Book clusters; student & teacher questions; partner inquiry; posters; sharing expertise.
- Readers theater
  - pairs read poems;
  - read plays aloud;
  - read novel—write script for novel scenes, enact.
Literature rich classroom in E/LA
Literature rich classroom in E/LA--Benefits?

SMILE---sharing, me, importance, liking, engage
(Social, Self-efficacy, Valuing, Intrinsic motivation, Engage)

Literature rich classroom (e.g., independent reading time)
Interactions are opportunities for existing motivations to be strengthened

Today’s topics on motivation and engagement

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- Approaches 1, 2: How do I think about this?
- Classroom pract. (3): What can I do?
- Brainstorm: Imagine my possibility
- Approaches 4, 5: Possible models?
- Appraise: Evidence for success
Motivation Practices in E/LA daily: Rationale #3

- Cognitive processes in reading: phonemic awareness, decoding, fluency, vocabulary, comprehension.

- Motivational processes in reading: self-efficacy, intrinsic motivation, social interaction, valuing, engagement. (SMILE)

- Closely related motivations: attribution, self-determination, mastery goals, identification, growth mindset of intelligence, possible future selves, self-affirmation.
Motivation Practice for social interaction--Collaboration

- Reading in partners or small groups (scaffold sharing)
- Exchanging ideas, sharing expertise (scaffold questioning)
- Student-led discussion groups, book talks
- Team projects, such as a poster (cricket hunt; science text)
- Peer conferencing and feedback
- SCAFFOLDING COLLABORATION
  - Roles: LEAD; ADD; ADD2; SUM
  - Norms: FULL PARTICIPATION, PSYCHOLOGICAL SAFETY (Google)
  - DEBRIEF GROUPS ON Roles and Norms
COLLABORATION IN READING
Motivation Practice—Self-Efficacy via Success

- Texts that are readable
- Videos that support text comprehension (5 min. desert)
- Students set goals for texts and tasks (length; ques; PA)
- Students recognize their specific expertise
- Peer or teacher task feedback (esp. Minorities)
- SCAFFOLDING SUCCESS
  - EXPLICITNESS OF PROGRESS FEEDBACK; ENCOURAGEMENT
Motivation Practices—Self-Efficacy via Success
Motivation Practices for Valuing via Importance

- Writing - how a text was helpful to you
- Recognize reading as knowledge building
- Observe, question, read to answer (horseshoe crab; wind walk)
- Show how text answers key questions

SCAFFOLDING IMPORTANCE

- Seeing text as benefit to classroom - explaining, debating, enacting a scene, writing script
- Possible future self
Motivation Practices—Intrinsic Motivation via Relevance

- Matching text to interests
- Observational activities linked to text
  - Hands on activities
  - Videos of social studies/science action
- Connecting reading to experience (*Night; Odyssey*)
- Writing to relate text to self (*Sojourner Truth?*)
- SCAFFOLDING RELEVANCE: ELICITING LINKS TO SELF-KNOWLEDGE, LIKES, BELIEFS
Motivation Practices for Valuing via Importance
Motivation Practices—Intrinsic motivation via Choice

- Self-selection of books/sections/characters (scaffold scope)
- Student input into topic (poem; mutualism)
- Student selection of strategy for comprehension
- Options for demonstrating learning
- Selecting partners or places
- SCAFFOLDING CHOICE
  scope (too much, too little); explicitness; guidance to find “just right”, escalation
Motivation Practice—volume of engagement via time and text access

Grades K-2: Expectations: Home = .5 hr; School = 1 hr. Total = 1.5 hr.
Grades 3-5: Expectations: Home = 1 hr; School = 2.0 hr. Total = 3.0 hr.
Grades 6-12: Expectations: Home = 2.0 hr; School = 4 hr. Total = 6.0 hr.

SCAFFOLDING VOLUME OF ENGAGEMENT
- Diverse books, magazines, internet:
- For enjoyment, knowledge, usefulness;
- Summer reading 12 self-selected books
- Liking without doing?
- Motivation practices - Extend Engagement - Increase achievement (R)
Motivation practices—volume of engagement via time and text access
Motivation Practices in E/LA daily: Benefits?

Six practices

- Collaboration, Success, Importance, Relevance, Choice, Volume

Benefits –

- Each practice increases one SMILE motivation, and engagement, which increases achievement.

Research Base

- Multi-disciplinary evidence stronger than strategy instruction for comprehension

Reference List
Reviews of Research
Today’s topics on motivation and engagement

- Benefits - How will it help me?
- Concepts - What do I need to know?
- Approaches 1, 2 - How do I think about this?
- Classroom pract. (3) - What can I do?
- Brainstorm - Imagine my possibility
- Approaches 4, 5 - Possible models?
- Appraise - Evidence for success
Brainstorm: Workshop Now 10 min

1. Locate a partner
2. Think SMILE = Sharing, Me (Self-Efficacy), Importance, Liking (Interest), Engagement
3. Identify one motivation/engagement to increase in your classroom/school
4. Brainstorm: *Spice*, Enrich, Practice – for a Month +
5. Set a bar—how will you know you succeeded?
6. Prepare to share for 2-3 minutes
Today’s topics on motivation and engagement

- Benefits
  - How will it help me?
- Concepts
  - What do I need to know?
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  - Evidence for success
<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td>Outstanding teachers motivate in many ways (Pressley)</td>
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<tr>
<td>SMILE motivations connect (correlate)</td>
</tr>
<tr>
<td>Example---read about sharks (I like, I can, I share)</td>
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</tbody>
</table>
Matrix of Motivation Practices

#4

Rationale—

- Motivations are connected and grow together
- Instructional time is crucial
- Achievement must be increased by instructional time
- Link motivation to sustained engagement in accountable reading

CORI links (1) reading strategy instruction, (2) to motivational activity, (3) to sustained reading engagement ---which lead to achievement
<table>
<thead>
<tr>
<th>Unit Framework</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td><strong>Concepts</strong></td>
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<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Causes of the Civil War: A Nation Divided</td>
</tr>
<tr>
<td>Economica, Culture, Slavery, Politics</td>
</tr>
<tr>
<td><strong>Comprehension Instruction</strong></td>
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<tr>
<td>Inferencing</td>
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<tr>
<td><strong>Motivation</strong></td>
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<td>Success</td>
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<tr>
<td><strong>Whole Class Text</strong></td>
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<tr>
<td>The Causes of the Civil War</td>
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<tr>
<td><strong>Guided Reading - OGL</strong></td>
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<td>A Nation Divided</td>
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<td>The Causes of the Civil War</td>
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<tr>
<td><strong>Struggling Reader</strong></td>
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<tr>
<td>Secession</td>
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<tr>
<td><strong>Advanced Reader</strong></td>
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<tr>
<td>CORI Information Text Enrichment</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>Inferences: Integrating Knowledge and Ideas</td>
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</table>
### Weekly Topic: Causes of the Civil War: A Nation Divided

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Content/Concepts</strong></td>
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<tr>
<td>A Nation Divided: Economics</td>
<td>A Nation Divided: Culture</td>
<td>A Nation Divided: Slavery</td>
<td>A Nation Divided: Politics</td>
<td>A Nation Divided: Politics (secession)</td>
</tr>
<tr>
<td>What were the similarities and differences in the economies of the North and the South?</td>
<td>What were key aspects of northern and southern cultures?</td>
<td>How do you explain the different views about slavery in the North and South?</td>
<td>How did political policy impact the country before the Civil War?</td>
<td>Why did the southern states secede from the union?</td>
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</tbody>
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<thead>
<tr>
<th>Knowledge Goals</th>
<th>Video Link</th>
<th>Knowledge Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension Instruction</strong></td>
<td><strong>Inferencing Guide Questions 1 &amp; 2</strong></td>
<td><strong>Inferencing Guide Questions 1 &amp; 2</strong></td>
<td><strong>Inferencing All Guide questions</strong></td>
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<tr>
<td>How did the video help you to feel confident in your reading?</td>
<td>What are some characteristics of the text you read today that helped you succeed as a reader?</td>
<td>How did you explain the different views about slavery in the North and South?</td>
<td>How did your success with inferencing motivate you to read today?</td>
<td>How did your inferencing help you understand the text better?</td>
<td>How did improving your inferencing make you a more confident reader?</td>
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<th>Guided Reading - CCL</th>
<th>Struggling Readers</th>
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<th>Writing</th>
<th>Independent Reading</th>
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</thead>
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<tr>
<td>The Causes of the Civil War</td>
<td>A Nation Divided (H)</td>
<td>Secession</td>
<td>A Nation Divided</td>
<td>Writing facts and concepts; Inferences</td>
<td>Information text reading: Influential People and Special Groups of the Civil War</td>
</tr>
<tr>
<td>The Causes of the Civil War</td>
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Matrix of Motivation Practices systematically implemented #4: Increases complex text reading comprehension
Creative expression

#5

Outstanding teachers

- intuitively support engagement
- foster SMILE naturally

Kathy Perencevich

- from Faculty at Catholic University to Urban school
- nurtures kids immersion in literacy and joy
Continually creative teaching expression
Continually creative teaching expression
Today’s topics on motivation and engagement

- Benefits  How will it help me?
- Concepts  What do I need to know?
- Approaches 1, 2  How do I think about this?
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- Brainstorm  Imagine my possibility
- Approaches 4, 5  Possible models?
- Appraise  Evidence for success
Assessing motivations and engagement; data driven decisions

- Student report of motivation
  - SMILE questionnaires
- Student report of literacy engagement
  - Amount of reading - log; diary; questionnaire on topics and frequency
  - Dedication---time, effort, persistence, resilience
  - Avoidance—”I don’t read”; “Reading is a waste of time”
- Student experience of classroom support for engagement/motivation **
  - “In class, my teacher gives me a choice of what book to read every day.”
Assessing motivations and engagement; data driven decisions

Teacher Observation

REI reading engagement index [rate individual 1 (not true) – 4 (very true)]

1. This student often reads independently.
2. This student reads favorite topics and authors.
3. This student is easily distracted in self-selected reading.* (reverse scored)
4. This student works hard in reading.*
5. This student is a confident reader.*
6. This student uses comprehension strategies well.*
7. This student thinks deeply about the content of texts.
8. This student enjoys discussing books with peers.
Future of Motivation Support in Your Classroom?

- Choose a frame of mind: Spice, Richness, Practice, Matrix, Expression
- Plan with a team of 2-20
- Implement Activities for an Event or Unit
- Evaluate its impact on: motivations, engagement, achievement, students experience of practices
Future of Motivation Support in Your Classroom?

- **S**tarter -- Spice It Up
- **E**xtend -- Literature Rich Classroom
- **N**urture -- Motivation Practices
- **D**isplay -- Assessment
Future of Motivation Support in Your Classroom?

- Starter, Extend, Nurture, Display
- Sharing, Me, Importance, Liking, Engage
During
Education is not
The filling of a pail,
But the lighting
Of a fire
References

PIRLS, 2016  http://timssandpirls.bc.edu/pirls2016/downloads/P16_FW_Chap2.pdf

Interdisciplinary Units

Internet Sources for Motivation Activities:  Reading Rockets, Read.gov, Click magazine, Reading Is Fundamental, Educationworld.com, http://www.corilearning.com


