

Motivation for Teachers/Students

Education is not the filling of a pail, but the lighting of a fire.

~ attributed to William Butler Yeats, 1865-1939

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1. News from Enrique A. Puig, Director of FLaRE epuig@mail.ucf.edu

It is generally believed that motivation is prompted by competence, curiosity, autonomy, and value to the learner. By understanding the cause of motivation, teachers can create positive motivation and facilitate effective learning for all students. Motivating learners can usually be accomplished by providing succinct expectations and generative or constructive responses. Reluctant learners are usually turned around by teacher enthusiasm. Generally, teacher enthusiasm is associated with student success and motivation. This success and motivation also serves to energize teachers and show their passion for the content at hand and in turn energizing the students to learn. All in all, it is a positive recursive cycle that gives birth to a learning environment where teachers and students are motivated to teach and learn from each other.

Experienced educators know that to create a motivating learning environment, teachers need to: assist students in setting goals and creating a plan of action; support students in problem-based or project-based learning; and create a sense of competence in students. Additionally, teachers can motivate students by: using explicit language; working with students at the students' instructional level; creating an environment where half-rights are seen as learning opportunities; and showing excitement for the content. To keep levels of motivation high with colleagues and students you may want to: try something new with colleagues and students, share ideas with colleagues and students, observe a colleague, be observed by a colleague, keep a journal, read, and think about the skills that are being developed. This FLaRE newsletter is peppered with even more points for consideration to motivate everyone involved in learning.

2. Sharing the Good News

Walking the Walk

submitted by Charla Bauer, FLaRE Area Coordinator cbauer@mail.ucf.edu

Gulf High School (Pasco County) Principal Thomas E. Imerson hosted a “coffee and conversation” day for teachers to come and talk with a team comprised of the principal, the reading coach, the literacy specialist, and FLaRE Area Coordinator Charla Bauer about what Gulf High was doing to help struggling readers. They generated a wall of ideas and topics they wanted to know more about. This was used to outline plans for site-based professional development, teacher support, and future student interventions. That evening the team presented ideas and issues to the SAC committee.

Reading Forums to Motivate Content Area Teachers

submitted by Jocelyn Downs, FLARE Area Coordinator jdowns@mail.ucf.edu

Forum Planning:

For the past three years **Fort Pierce Westwood High School** (St. Lucie County) principal, Lin Bushore, assistant principals and reading coach Jackie Steele have presented a list of best practice “reading strategies” to its’ instructional leadership team for schoolwide adoption. This planning is particularly essential this school year to improving all students’ reading skills since current data indicates the total student population is currently only 17% proficient in the area of reading.

Time Frame/Forum Topics:

Once the strategic activities are adopted the reading coaches set a forum calendar through the first semester. The coaches run the forum all day with teachers attending during their planning period.

Each forum offers techniques for applying “the targeted strategic activity” to content areas. Reading Coaches model the strategic activity, then afford participants an opportunity to use the strategic activity directly with selected text. The coaches encourage open discussion, brainstorming and collegial conversations about the featured strategic activity. Each forum is planned to last 25-30 minutes to ensure teachers have a few minutes to take care of other business during the remainder of their planning. Both reading coaches and the principal believe in honoring teachers’ time. Teachers prefer to receive such professional development during the school day rather than after school.

Transfer into the Classrooms:

A key component of this model is the follow-up, provided through a combination of the Principal, Assistant Principals and reading coaches. Administrators conduct classroom observations or five-by-five walk-throughs, specifically looking for behavioral evidence of the strategic activity adopted at work through direct modeling and instruction by the teachers. The coaches receive requests by teachers to observe their approaches using the targeted strategic activity. “They grab us in as we are walking through the halls,” share Reading Coaches Jackie and Fran. Teachers often try the strategic activity with a personal spin. When the reading coaches note these variations they ask those teachers to share their techniques at the next forum. This allows coaches to re-visit strategic activities at future forums.

The forums are very well attended, with fifteen to twenty five teachers at each session. Jackie and Fran share that they make sure teachers leave with all the tools they need to implement the instructional procedures immediately in their classrooms.

“My physics’ students ask me if they could create my word wall,” exclaimed Robert Bogenreif, “They created a paper ‘circuit board’ labeling each component w/the appropriate words; a working word wall!”

William Condon remarked, “My students ask to create story boards with visuals to explain a scene from a non-fiction short story they had read. I was pleasantly surprised to see them so engaged and proud of their ideas and work. This is meaningful learning!” Bill is a third year reading teacher who worked in the corporate world prior to his decision to become a teacher,

Administrative Support

Principal Lin Bushore talks the talk and walks the walk with her staff. She meets with the reading coaches at least twice weekly. Her instructional leadership team is also a small professional learning group. Lin has selected two books for discussion at monthly leadership team meetings. Members randomly selected chapters they would present as a lesson model with WOW (Working on the Work) design qualities. This approach keeps team leaders’ teaching techniques honed on designing quality lessons that engage the learner. Each lesson’s design qualities are then addressed through collegial “protocol.” This consists of: asking clarifying questions of the presenter, giving affirmations of the lesson delivered and finally “What if’s” or “How about’s.”

Fort Pierce Westwood High is focused on student learning, and improving students' strategic activities in understanding text across the curriculum. The atmosphere of lifelong learning is contagious—teachers and students are learning together, empowering everyone.

Atlantic High Reads

submitted by Jocelyn Downs, FLARE Area Coordinator jdowns@mail.ucf.edu

Meg Roa, Reading Coach at **Atlantic High School** (Volusia County), started *AHS READS!*, Atlantic's student and staff book club, five years ago in hopes of increasing the amount of time students spent reading on their own and to build a more literate community at AHS. She chooses a genre for each month and researched titles trying to keep in mind reading and interest level, length, and appropriate language and topics. A ballot with six choices is presented to all members for voting. The book with the majority of the votes wins. Books are ordered and distributed to all members. The staff and students have one month to read the book independently, and then they meet for a book discussion during lunch. At this time the next book selection has arrived and the students and staff receive the next month's selection.

Funding:

All books are purchased for the group, and everyone keeps their copy. To support this, Meg has written Futures and SACS grants, asked community business partners for their support, and the program has also been sponsored by school clubs. Mr. Ronald Pagano, the principal of Atlantic High, has kicked off the program by buying the first month's selection every year.

This club has been very successful. Students and staff share views equally at the discussion group. It's fun when not everyone has liked the book. We've had a few books that very few members like, but after the discussion group, everyone had a different outlook. Meg shares, "I actually ended up really liking a book that I hated when reading as a result of the discussion group. I always keep the next book selection winner's title secret until the next meeting. This drives the members nuts – students and staff alike!"

This year, the program didn't start until September, and students kept coming to Meg's office to ask when it was going to start "To me, that's a sign of success," Meg shares.

Benefits:

Atlantic High School has created a program that motivates students and staff alike to read, and share what they read. This program incorporates immersion, demonstration, expectation, responsibility, approximations, employment, response, and engagement, all of the conditions for learning [as defined by Brian Cambourne, (1995). *Towards an educationally relevant theory of literacy learning: Twenty years of inquiry. The Reading Teacher*, 49(3), 182-192] that help students become literate adults.

Florida Literacy Coaches Association <http://www.justreadflorida.com/flca/>

submitted by Julie McEachin, FLARE Area Coordinator jmceachi@mail.ucf.edu

With the large focus on reading achievement at the federal, state, and local levels, the role of a literacy coach has become integral to the comprehensive design for a school's success. However, the coaching role looks vastly different from district to district due widely to the fact that "there are no agreed upon definitions or standards" for literacy coaches and "little consistency in the training, backgrounds, and skills required," (International Reading Association, 2004, p. 2). Due to this lack of consistency, the role of literacy coaches has changed from year to year in many districts and most recently, the guiding principles of a coaching model have emphasized leadership and professional development.

Some recent proposals have come from the **Florida Literacy Coaches Association (FLCA)**, a professional organization founded in June 2006 through a partnership between a select group of literacy coaches from around the state and the **Just Read, Florida!** office. The organization was established to support the growing needs of literacy coaches as they strive to meet the changing demands at school, district, and state levels. The

mission of the **Florida Literacy Coaches Association** is as follows: “Uniting literacy coaches to support and advocate for the literacy needs of all stakeholders in schools across Florida.” Membership is open to any individual who shares their mission and is employed by a school district or school, both private and public, and is actively engaged in supporting literacy coaches, teachers, and the improvement of students’ literacy skills.

The organization is still relatively new and the first of its kind in the state of Florida, but with the approach of a new governorship, **FLCA** is responding to the mounting need for some common ground. As the coaching role continues to evolve, this organization emphasizes the need to provide ongoing opportunities for coaches to network across regions and delineate their roles according to the guidelines that have been set forth by the **FLCA** and **Just Read, Florida!** office. The group is coordinating regional professional development sessions designed to provide the experience and training that is essential to help literacy coaches master and refine the complex process of observation, modeling, and conferring with teachers. Since the skills necessary for these tasks must be developed on a continuous basis, **FLCA** has also appointed area representatives to sustain the needs of coaches in each Florida region over the course of the busy school year.

If coaches are to be successful in the promotion of long-term, systematic change to support the literacy needs of students and teachers in the state of Florida, their roles must be clearly defined and their scope of work protected. In districts and schools where the integrity of the coaching model has been upheld, literacy coaches provide that “essential link to school administrators, teachers within a department, and between departments,” (Sturtevant, 2003). They play a strategic role in each school’s efforts to improve not only student learning, but most importantly, **literacy** within their districts and communities.

“The coaching model is a powerful intervention with great potential; however, that potential will be unfulfilled if literacy coaches do not have sufficient depth of knowledge, range of skills, and high levels of reinforcement from their district and building level administrators. Education reform is riddled with examples of potentially powerful interventions that disappoint reformers and fail the students they are intended to help,” (FLCA, 2006, p. 5).

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3. FLaRE FLASH – Motivation for Teachers/Students

Maintaining Teacher Motivation

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Motivation is the art of empowering people to improve. ~ Anonymous

Hand in hand with student motivation is teacher motivation. It’s not always easy for teachers to stay motivated and enthusiastic about their teaching, just as it is not always easy for students to stay motivated and enthusiastic about their learning. Teachers handling the challenging situations in and outside of the classroom find themselves exhausted and depleted. The financial compensation may not seem to be equal to the time and

energy teachers put into their jobs. Finding and enjoying the rewards of teaching can be difficult, but still, there are teachers who stay enthusiastic and excited about what they are doing and infuse their students with the same energy. Who were your favorite teachers?

When I ask myself this question, I think about the teachers that were enthusiastic about their content and treated us as vessels that were meant to be filled. They had high expectations and meaningful conversations with us as learners. How did they maintain their teaching momentum? The flip side of this would be sitting in a classroom with an instructor who had lost their passion for their profession and were basically just maintaining the classroom, as was evident in their attitude. One question is: What are ways to keep teacher motivation going?

I revisited the book *Schools That Work: Where All Children Read and Write* by Richard Allington and Patricia Cunningham. In the section on professional development they list several key features to support reflective and motivated teachers. Some of these features are providing time for teachers to dialogue and problem solve their teaching concerns, working in small increments for improvement, providing positive encouragement, and collegial support. Encourage teachers to take risks, but support the risk-taking. Sympathize more than you criticize (2002, pp165-172).

By investigating one or two of the activities through our teaching and school resources, including the reading coach and the reading leadership team, and as part of their own professional development plan, one may be on the way to supporting and/or sustaining their own enthusiasm when working with students in the classroom. We frequently get caught up in the demands of assessments, standards, and program requirements, forgetting the power of our passion, our commitment to our profession as teachers, and honoring what we know. Tapping back into these resources will provide opportunities for teachers to refresh or infuse their own motivation. I hope you will take the time to investigate the wide range of resources available at the end of this newsletter.

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[Editor's note: The third edition (2006) of this book contains new coverage of reading coaches and their roles within the schools]

Choice + Value + Enjoyment = Motivation

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Loud yawns. Blank stares. Heads on desks. Are these the signs of ennui or antipathy? Motivating students and keeping them motivated remains one of the biggest challenges facing classroom teachers. In an age of video games, iPods, and instant messaging, it has become increasingly difficult for teachers to compete. Students are used to being entertained and having many choices about how to do it. Aside from pizza parties, movie days and failing grades, teachers frequently seek a better way of motivating students. Extrinsic motivating factors such as these are not entirely ineffective; however, classroom teachers must arm themselves with practical alternatives other than bribery and punishment (Raffini, 1996). Students have to be intrinsically motivated. Of course there is no one solution to solving the motivation problem among students. "Building reading motivation requires complex construction" (Gallagher, 2003, p. 4). Still there are several ideas teachers should consider when seeking to motivate their students.

Choice

Allowing students a choice in their education is a huge motivating factor. Classroom teachers need only administer a Motivation Survey to gather their own empirical data to support this. Giving students a choice whenever possible builds autonomy. Students appreciate the implications of having a choice. It means they are important enough to make some decisions about their learning. Whenever possible, the classroom teacher should provide various activities that address a specific standard and objective, allowing students to choose

among them. This may mean additional planning on the teacher's part, but students will definitely be more compelled to complete an assignment they choose, rather than one they are coerced into doing because they fear a failing grade (Raffini, 1996).

Value

Students must see the value and worth of an assignment in order to be motivated to complete it. Assignments should offer a challenge, but not overwhelm students. Work that is too easy or work that is viewed by students as "busy work" does not offer much enticement. Teachers must draw attention to the value of assignments in order to build credibility with the students. Students are quick to notice hypocrisy (Gallagher, 2003). If assignments are not worthwhile, students will not be motivated to complete them. "Motivation often makes the difference between superficial and shallow learning" (Mazzoni & Morrow, 2003, p.16). Students will also be more motivated if teachers discourage competition among them and encourage monitoring individual progress. Rather than reward students for doing better than each other, students should be rewarded for doing better than they did previously (Pressley, 2002). As much as possible, students' efforts should be valued as much as their accomplishments.

Enjoyment

Studies show that 17% of students would rather clean their room than read (Pressley, 2002). The need for fun is basic to all human beings and learning has become mundane for students. Hence, students are more likely motivated if the activity is enjoyable. Classroom teachers often feel restrained when creating lesson plans; therefore, enjoyment is not a priority. Understandably, the pressure to produce specific outcomes supersedes the processes by which the outcomes are met. However, if teachers want to truly motivate their students, then they must design the process of learning with an understanding of students' need for involvement and enjoyment (Raffini, 1996). Consequently, students need not view each assignment as a task. Students are more likely motivated to be active participants in an activity that is enjoyable than one that is not. Another idea that tends to go against what classroom teachers believe is to stop grading everything (Gallagher, 2003). Of course students have to be assessed in some manner, but on the other hand, most of us are rarely graded on activities we enjoy doing most. Students should be afforded the same opportunity when going through diverse learning processes. If students have an opportunity to participate in meaningful, yet enjoyable learning processes, without always being graded on a finished product, then their intrinsic motivation soars.

Motivating students may be a challenge for classroom teachers, but it does not have to be an enigma. Aside from extrinsic motivators such as rewards and consequences, teachers must foster an environment that encourages intrinsic motivation. Students want to feel respected. They want to take part in work that is meaningful and enjoyable. There is no one solution to motivating students intrinsically, but these are good places to start.

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Comic Books & Graphics Novels – Impetus and Conduit

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Comic books or graphics novels, referred to as sequential art by Will Eisner defined to be “...the arrangement of pictures or images and words to narrate a story or dramatize an idea,” have been the impetus in developing a love of reading for many. Bishop Desmond Tutu, winner of the 2004 Nobel Prize for Peace, shared these words during an interview for the Academy of Achievement (2004):

“My father used to try and help me, and I got to loving to read, because he allowed me to read comics, which most people said you shouldn’t let your child read because they will spoil him. But that gave me an extraordinary hunger for reading.”

Stephen Cary, author and educator, relates these thoughts:

“Superman made me a reader. Dick and Jane tried their best, but they could not give me what The Man of Steel offered: a good reason to read. Like most American school kids in the 1950s, I learned the reading fundamentals through basal readers and workbooks. I did my round-robin reading, expanded my stock of sight words, and picked up an assortment of word attack skills. I could decode and comprehend like a champ, but I had no interest in what teachers were asking me to read. Reading became a deadly bore and, by extension, school, too, since reading was such a large part of what went on in school. I could read, but I hated reading, and by fourth grade I’d become the classic nonreading reader....Superman flew into my life in 1956 and changed everything....I was immediately hooked. Comics had the art, color, movement, and raw energy missing from my school reading. Best of all, I liked the stories and cared about the characters....I devoured every comic book I could get my hands on through middle school and into my first year of high school, including all the Classics Illustrated like *The Three Musketeers* and *A Tale of Two Cities*. I’d become a reader—someone who read, rather than someone who could read—through comics, not through school” (2004, pp. 1-2).

Stephen Krashen (2004) provides numerous other anecdotal cases of children who reluctant readers until they discovered comics. In his book, *Give Our Regards to the Atomsmashers!*, editor Sean Howe collected essays in which established writers divulge their longtime love of comics. Edward P. Jones, who won the 2004 Pulitzer Prize for Fiction for his novel *The Known World*, recounts he “started out reading what we in Washington [D.C.] called ‘funny books’ but the rest of the world called ‘comic books’.” He relates that he did not read his first “book without pictures” until he was 13 (Nolan, 2003).

Various studies have echoed these personal anecdotes. Boys, in particular, may find comics/graphic novels to be a stepping stone to recreational reading. For example, Michael Smith and Jeffrey Wilhelm (2002) reported that boys in particular gravitated toward reading materials that were highly visual. An International Boys’ Schools Coalition (IBSC) Action Research Project, that included classes from the US, Australia, and South Africa, concluded that “selected graphic novels generally engaged boys in reading” (2006, p. 2).

And even more encouraging is that not only can comic books and graphic novels be the initial motivator, they can serve as the transitional piece to other materials. Robyn Hill (2004) concluded that reading comic books helped to foster interest in a variety of literary genres. Krashen (2005) also reported “there is evidence suggesting that comic book reading can be a conduit to ‘heavier’ reading. In our study, we found that middle school boys who read comic books read more in general than boys who did not read comics, read more books, and enjoyed reading more.” Philip Crawford, the library director at Essex High School [Essex Junction, VT] and author of *Graphic Novels 101: Selecting and Using Graphic Novels to Promote Literacy for Children and Young Adults*, believes “The subject matter leads you other places and I think the majority of readers are going to read other things” (Méndez, 2004, ¶ 23). Closer to home, Will Heckman, media specialist at Boynton Beach Community High School [Florida, Palm Beach county], has seen that “some students who have been reading graphic novels for a few years do move on to other materials” (personal communication, October 16, 2006).

Jacquie McTaggart, retired teacher and author, reminds us that it “is important to understand that comics should supplement a balanced literacy program, not replace it” (2005, p. 46). There are those that still argue against the inclusion of comics or graphic novels into the classroom. I agree, however, with Jim Trelease’s declaration in his book, *The Read-Aloud Handbook*, “On the basis of my personal experience and the research available, I would go so far as to say if you have a child who is struggling with reading, connect him or her with comics. If an interest appears, feed it with more comics” (2004, p. 134).

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4. From the FLARE Library

The following professional resources are available for checkout from the FLARE library:

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5. On-Line Motivation for Teachers/Students Resources

Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Motivation

This reproducible paper from the [FLaRE Professional Paper](http://flare.ucf.edu/ProfessionalPapers/FLaRE%20Professional%20Paper%20-%20Motivation.pdf) series describes some of the elements in a classroom's physical and social/emotional/intellectual environment as well as several literacy activities and interactions that should exist to improve students' motivation to read.

<http://flare.ucf.edu/ProfessionalPapers/FLaRE%20Professional%20Paper%20-%20Motivation.pdf>

Educational Practices Series

These booklets, published by the [International Bureau of Education](#) in collaboration with the [International Academy of English](#), describe in a simple language some ten to twelve universally applicable principle identified by research and scholarship. Of particular interest: *Teaching Reading* and *Motivation to Learn*.
<http://www.ibe.unesco.org/publications/practices.htm>

Increasing Student Engagement and Motivation: From Time-on-Task to Homework

This booklet is the 14th in a series of “hot topic” reports produced by the [Northwest Regional Educational Laboratory](#). These reports briefly address current educational concerns and issues as indicated by requests for information that come to the Laboratory from the Northwest region and beyond. Each booklet contains a discussion of research and literature pertinent to the issue, a sampling of how Northwest schools are addressing the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

<http://www.nwrel.org/request/oct00/index.html>

Contexts for Engagement and Motivation in Reading

This article by John T. Guthrie, draws on work published in the chapter he coauthored with Allan Wigfield for the *Handbook of Reading Research: Volume III* (Guthrie & Wigfield, 2000) discusses engaged reading and its consequences. The particular focus is on the contribution of children’s motivation. Instructional contexts that foster reading engagement and motivation are presented.

http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/guthrie/index.html

Question-Finding and Motivation

Full text PDF of Chapter 2 of A. Vincent’s Ciardiello’s book, *Puzzle Them First!*

<http://www.reading.org/publications/bbv/books/bk581/abstracts/bk581-2-Ciardiello.html>

Meeting the Literacy Development Needs of Adolescent English Language Learners Through Content Area Learning Part One: Focus on Motivation and Engagement

This research paper from [The Education Alliance at Brown University](#) highlights the overlap in recommended practices from two emerging areas of educational research: academic literacy development of adolescents, and English language learners in secondary schools. With increasing numbers of ELLs attending secondary schools across the country, more content-area teachers are responsible for teaching them, whether or not they have been trained in best practices with ELLs. The research suggests that teacher professional development that focuses on promising practices for adolescents with academic literacy tasks will provide some of the training that content-area secondary school teachers need in order to productively support the academic literacy development of their ELL students.

http://www.alliance.brown.edu/pubs/adlit/adell_litdv1.pdf

Effective Literacy Instruction for Adolescents

This paper by Donna Alvermann (commissioned by the [National Reading Conference](#)) summarizes that “Effective literacy instruction for adolescents must take into account a host of factors, including students’ perceptions of their competencies as readers and writers, their level of motivation and background knowledge, and their interests. To be effective, such instruction must be embedded in the regular curriculum and make use of multiple forms of texts read for multiple purposes in a variety of learning situations. Because many adolescents of the Net Generation will find their own reasons for becoming literate—reasons that go beyond reading to acquire school knowledge or mastery of academic texts—it is important that teachers create sufficient opportunities for students to engage actively in meaningful subject matter projects that both extend and elaborate on the literacy practices they already own and value.”

<http://nrconline.org/publications/alverwhite2.pdf>

Reading Rockets: Motivation

Several articles from [Reading Rockets](#) that address student reading and motivation.

<http://www.readingrockets.org/articles/c55/>

Motivating Today's Students: The Same Old Stuff Just Doesn't Work

The [Clearinghouse on Educational Policy and Management](http://eric.uoregon.edu/publications/text/portraits1.2.html) provides this article from *Portraits of Success* in which two teachers and a principal offer their perspective on classroom practices that can enhance students' learning experiences and further the goal of keeping students motivated and engaged.

<http://eric.uoregon.edu/publications/text/portraits1.2.html>

Tools for Teaching: Motivating Students

This chapter excerpt from *Tools for Teaching* by Barbara Gross Davis identifies teaching strategies to promote learning and enhance student motivation.

<http://teaching.berkeley.edu/bgd/motivate.html>

Student Motivation: What Works, What Doesn't

A transcript of [Edweek.org](http://www.edweek.org)'s Online Chat (an open forum where readers can participate in a give-and-take discussion with a variety of guests) about what works and what doesn't work to motivate students to do better in school. Free registration is required.

http://www.edweek.org/chat/transcript_08_30_06.html

Book Clubs: Reading for Fun

The reading program described in this lesson plan outlines a "just for fun" book club that was a student-organized, student-driven reading experience that built community in the classroom and encouraged students to read independently, taking responsibility for their literacy learning. The instructional plan, lists of web and conventional resources, student assessment/reflection activities, and a list of National Council of Teachers of English/International Reading Association (NCTE/IRA) Standards addressed in the lesson are included.

http://www.readwritethink.org/lessons/lesson_view.asp?id=67

6. Upcoming Conferences and Activities

Dates	November 2006
1 - 3	FAME Annual Conference Orlando, FL http://www.floridamedia.org/conference.htm
2 - 4	NMSA 33rd Annual Conference & Exhibit Nashville, TN http://www.nmsa.org/annual/
13 - 19	Children's Book Week http://www.cbcbooks.org/cbw/
14 - 17	IRA - 18th West Regional Conference Hawai'i Island, HI http://www.reading.org/association/meetings/18_west.html
16 - 21	2006 NCTE Annual Convention The Compleat Teacher: Bringing Together Knowledge, Experience, and Research Nashville, TN http://www.ncte.org/profdev/conv/annual
11/29 - 12/2	NRC 2006 Annual Conference Los Angeles, CA http://www.nrconline.org/conference.html
Dates	December 2006
11/29 - 12/2	NRC 2006 Annual Conference Los Angeles, CA http://www.nrconline.org/conference.html
1 - 2	FLASCD 47th Annual Conference <i>Reconstructing the Educator's Toolbox</i> Orlando, FL http://www.fascd.org/annual_conference.htm

