Let's Talk About It:

Does Discussion Impact Teacher Knowledge in a Professional Development Workshop?

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ABSTRACT

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Kelly K. Crowdis

Over several decades professional development for teachers has evolved; in some cases, isolated workshops have made way for professional learning communities in an effort to better support teachers in their practice. This investigation explored whether discussion, a key element in professional learning communities, would impact teachers' knowledge and satisfaction, in a 2-day isolated workshop. Fifty-three in-service teachers received 3 hours of professional development on the topic of promoting the love reading in their students. The experimental manipulation revolved around the opportunities for discussion during the workshop. The intervention group discussed the material in an environment that promoted collaboration. The control group was deterred from discussion. The dependant variables were teacher knowledge, teacher satisfaction with the workshop; and teacher interest in collaboration with colleagues, collaboration with a facilitator, and appreciation of types of professional development. The results from the mixed ANOVA showed that the 2-day intervention was effective in increasing teachers' knowledge. However, there was no difference between the two discussion groups. In addition, the results of an independent t-test found a significant difference for the discussion group's propensity to collaborate with colleagues. No other differences between the groups were observed. The most common response from both groups indicated high satisfaction for the workshop. It would appear that high-quality, isolated workshops still have their place for delivering pertinent, current content on the topic of teaching reading to children.

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Literature Review and Statement of the Problem

Like students, reading teachers need to be fueled and motivated to learn (Cunningham, 2015); teachers who seek to develop lifelong learning in their students must also be lifelong learners themselves (Helterbran & Fennimore, 2004). Striving to apply best practices requires both internal motivation by the teacher and external support by administration. Professional development provides teachers with the opportunity to extend their craft. Over the past several decades there has been a gradual shift from one-day workshops to ongoing professional learning communities (DuFour, 2004.) One-day sessions, sometimes referred to as *episodic* workshops (Lawrie & Burns, 2013) or *isolated*[1] workshops (Cunningham et al. 2015) are intensive, content specific presentations often led by facilitators who are external to the school board; due to their insulated nature, episodic workshops do not cultivate mentoring on behalf of the facilitator or accountability on the part the participants. Professional learning communities (PLCs) on the other hand, are often formed by groups of teachers, administrators, and consultants who come together to build a network of learners (DuFour, 2004; Guskey, 2009). Recent studies have shown that when given a choice, teachers prefer to work within these learning communities (Tam, 2014). However, PLCs come at a cost. Compared to episodic workshops, they require a substantial investment both in terms of human resources, and financial backing. Therefore, the goal of the current study is to explore whether some of the benefits of a PLC can be realised using an intermediate approach. Specifically, I will compare whether the effects of a traditional episodic Language Arts workshop can be augmented with intentional opportunity for discussion, by placing an emphasis on the professional nature of the conversation and allowing for the sharing of ideas and resources.

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[1] Isolated and episodic are interchangeable terms used to describe workshops given by external facilitators, without follow up or ongoing support.

Historical Overview of Professional Development

Educational reform in the 1980s called for teaching approaches that were rooted in student learning, and for networks of teachers and administrators who developed their practice together (Newmann & Wehlage, 1995). However, in spite of these seemingly reasonable suggestions, there was little empirical evidence as to whether these were effective calls for change. Until the 1990s, determining what made for effective quality professional development was unclear (Guskey & Sparks, 1991; Guskey, 1997). Barriers to studying professional development included limited access to teacher-participants, curriculum reforms, and the non-random assignment of students to teachers in classroom groupings (Wright et al., 1997; Guskey, 2009). To complicate matters further, the successful implementation of professional development content relies heavily on individual teachers' buy-in and a shift in school culture (Guskey & Sparks, 1991). Despite these constraints, researchers have demonstrated over the past several decades that student learning is improved when teachers' professional development is intentional in its design, and collaborative and ongoing in its process, influencing gains in teacher knowledge. Indeed, teachers are more likely to implement the content they learned in a PLC within the learning context of their classrooms, and when they have had the opportunity to learn through discourse, compared to content learned in one day workshops (Timperley, et al., 2007; Morewood, et al., 2010; Cunningham et al., 2015).

In their paper addressing the evaluation of professional development programs, Guskey and Sparks (1991) outline a variety of factors that should be considered when seeking to determine what makes for successful professional development within a school community, proposing that it is not enough to look at student outcomes to determine whether a professional development program was successful. They suggest that in order to implement changes to

professional development that will have a prolonged, positive impact, the content and quality of the materials and the collective and individual teacher attitudes toward professional development must be considered. Specifically, the content should be viewed by the teachers as pertinent to the particular culture and clientele of their school, it must be research-based and rigorous, and all teachers, staff, and administration must be open to a process that is dynamic and collaborative in nature. In addition, the hierarchical relationships within the organization between teachers and administration must be founded in trust and shared responsibility for decision-making. Lastly, in order to plan instruction around student results and have an impact on learning, data collected through formative student assessment needs to be ongoing.

A more recent article by McLeskey and Waldron (2015) emphasizes similar key components to successful professional development. Specifically, the authors found that shared responsibility and decision-making power among all members of the school team (teachers, attendants, professionals, and administration) resulted in professional learning communities that were broad enough to encompass a whole school community but focused enough to meet the needs of individual students. Like Guskey and Sparks (1991), McLeskey and Waldron (2015) stress that it is paramount for the administration, teachers, and community, to have relationships with each other built on trust. These relationships allow for school communities to put their insecurities aside and work together in a trusting environment to put the needs of the students first.

Similar to professional learning communities, teacher study groups (Gersten et al., 2010) bring together teachers from homogenous teaching levels within a specific school on a regular basis, to examine and implement research-based practices in an iterative process. This recursive process allows teams of teachers to work in a non-threatening culture with a coach to deeply

learn about specific areas of the curriculum and effectively implement them in the classroom. The authors aimed to remove the discomfort of traditional observation models of professional development, replacing it with an opportunity for self-evaluation with support of peers and a coach through a research-based lens. Certainly, this model creates an environment of reciprocal teaching and learning in which the teachers' professionalism and expertise are recognized, refined, and shared with their colleagues. Indeed, the coach or facilitator's role is that of *a guide on the side*, versus a *sage on the stage* (King, 1993).

To address the gaps in the literature on effective professional development that realised gains in both teacher knowledge that was founded in research, as well as in student literacy achievement, Gersten et al. (2010) sought to determine the effects of a teacher study group (TSG) professional development program. A randomized controlled field trial was carried out by five facilitators over two years. Participants for this study included 81 first grade teachers ($n = 32$ TSG, $n = 41$ control) from 19 schools in 3 states across the U.S.A. Seven students per teacher were randomly selected to complete the student achievement portion of the study, and after some participant attrition, 468 students ($n = 217$ TGS, $n = 251$ control) were included. After completing a summer reading institute, teachers in the TSG met during the school year with the facilitator in small-group, informal meetings designed to nurture collegial relationships through discussion and collaboration on topics related to vocabulary and reading comprehension strategies. Teachers from the control group were invited to participate in TSGs after completion of the study.

Gains in teacher knowledge in the domain of vocabulary for the TSG were significant. These gains were attributed to the iterative process of content review and planning at each meeting, as well as to the high-quality text resource used as part of the TSG materials. While

teacher knowledge in the domain of comprehension was improved, these gains did not reach significance. The authors posited that the teachers required increased time with the content, to better develop their understanding, which might have subsequently led to greater gains in knowledge. Based on their findings, Gersten et al, (2010) suggest that TSGs can have a positive impact on the pedagogical and content knowledge of its members, as well as have positive influence on school curriculum. They also emphasise that collaborative interactions among teaching teams are facilitated through learning communities such as TSGs.

In a similar study conducted five years later, Cunningham et al. (2015) sought to apply a similar TGS professional development model with preschool teachers and their students, on the content area of emergent literacy focusing on phonological awareness. Over a 3-year period, 19 preschool teachers and 101, 5-year-old children from six medium-sized school districts in California participated in this study. Students completed The Phonological Awareness subtest of the Test of Preschool Early Literacy (TOPEL) (Lonigan et al., 2007, as cited in Cunningham, 2015) at the beginning and end of the school year. The authors of this study aimed to demonstrate how a TSG professional development model at the preschool level would improve teachers' content knowledge as well as pedagogical knowledge through research-based practices. This study involved twice monthly session, which lasted for two hours at a time, over the course of the school year, for a total of 15 sessions and the second and third years. Cunningham et al. (2015) found that teachers' phonological content knowledge as well as phonological pedagogical knowledge increased significantly. In addition, the teachers' knowledge of specific instructional strategies, and understanding the importance of their role in exposing children to explicit instruction in emergent literacy also increased significantly. The teachers' general knowledge of

child development did not increase significantly, suggesting that their gains in the emergent literacy content was a directly result of the TSG intervention.

Teacher Attitudes toward Professional Development

In a qualitative study by Knight (2000), 25 middle and secondary school teachers and administrators were interviewed on the topic of professional development. The conversations revealed that educators held negative attitudes toward professional development due to interpersonal conflicts among the staff groups. Participants also reported feeling overwhelmed about being asked to implement another strategy, in addition to the many things they felt they already had to do. They also indicated feeling resentment in general about being forced to attend professional development. The teachers specified that content being presented within professional development did not address practical issues relevant to their particular teaching level, and that expertise of teachers themselves was ignored in these sessions by the outside "expert" facilitator. Teachers further stated that one-day, episodic sessions were not beneficial to their practice and that time would be better used planning or working in their classrooms, because episodic sessions did not provide concrete strategies and tools that could be applied with students and were generally too broad in their content. For example, teachers explained that when sessions tried to address both high school and middle school English teachers, they failed to benefit either group. Knight's (2000) recommendations highlight the importance for administrators to consult with their teachers regarding professional development, and that presenters should consult with teachers prior to the planned workshop to determine their needs and goals for professional development sessions. This planning is the most important factor in establishing a culture of authentic collaboration with teachers in order to reap the full benefits of the professional development provided (Knight, 2000).

In a similar study, DeSimone and Parmar (2006) surveyed 228 math teachers on their perception of inclusion of students with learning disabilities. They asked the teachers how their schools' administration helped them to attain support required to meet their students' needs. The findings showed that the teachers reported largely negative experiences with the professional development offered. Overall, the teachers indicated that their administrators did not provide them with professional development opportunities that were in line with what they perceived would be beneficial topics. In fact, some teachers had not taken any professional development, and approximately 43% had received less than three training sessions pertaining to the topic of inclusion. It is perhaps not surprising that 30.7% of the respondents felt their administration's level of support was low.

In larger scale study Kosco and Wilkins (2009) surveyed 1126 general educators about their experience adapting instruction for students on Individual Education Plans (IEPs). Teachers rated their perceived skill at adapting instruction for specific students, their perception of the pre-service training they received, and the number of professional development hours dedicated to this topic in the preceding three years. The study found that teachers had a higher self-efficacy for teaching students with learning disabilities if they had received training during their pre-service coursework. Interestingly, the study found that while any amount of training is beneficial, teachers' perceived ability more than doubled after receiving eight hours or more of professional development on effectively adapting instruction for students with IEPs. Moreover, professional development was a better predictor of teacher's perceived ability, than years of experience. Therefore, Kosco and Wilkins (2009) concluded that content-specific, regularly planned professional development should be offered by administrators for their teachers.

Responding to the desire to increase teacher engagement in several areas of teaching, Strong and Yoshida (2014) conducted a study on teacher perception of autonomy in three school districts in the state of Michigan. The Teacher Work-Autonomy Scale (TWA) (Friedman, 1999) was administered to 477 elementary and secondary teachers', measuring their perception of autonomy on five factors related to teaching: student assessment, curriculum, professional development, schoolwide operations, and classroom management. Interestingly, both the elementary and secondary groups ranked the five factors in the same order, reporting the greatest feelings of autonomy on the classroom management items and the least perceived autonomy on the professional development items. The study highlighted several main considerations related to teacher autonomy. First, the concept of teacher autonomy is not based on one sole notion of teaching but can be perceived differently across factors such as the ones examined for this study. Second, autonomy is an important element in overall school success. *Teacher leadership* is fostered as a result of shared power between the administration and teachers. This is important because the amount of teacher leadership tends to positively impact other areas of school organization and culture. A third point emphasised by the authors, and one that is most relevant to this investigation, is that administrators should survey teachers to determine areas where perceived autonomy is lacking. While there are understandably areas of power and control that a principal cannot relinquish, some decision-making tasks can be shared between teachers and administration. With regard to professional development, choice of topic and of speakers can be mutually chosen by administration and teachers, whereas responsibility for the budgeting of said professional development is the concern of the principal.

For teacher autonomy to carry the greatest benefits, teachers must be both, (a) self-aware of their strengths and needs in content and pedagogical knowledge, and (b) knowledgeable about

the resources that are available to further their professional development. Unfortunately, research has shown that teachers do not demonstrate strong calibration between their actual knowledge and their perceived knowledge (Cunningham et al., 2004). Although teachers indicate a desire to be recognized for their professionalism and expertise, and wish to have a voice in their professional development, the research indicates that they may not always have a well-adjusted perception of what would be most beneficial for them, to develop professionally.

Teacher Knowledge and Reading Instruction

Teachers are the single most important factor in children's reading instruction (Moats, 1999). Indeed, differences in teacher knowledge significantly impact students' learning (McCutchen et al., 2002). Although teacher knowledge has been studied for the past 25 years (see Cunningham & O'Donnell, 2015 for review), the research findings do not seem to have been implemented with enough consistency to offer wide-spread benefit to the stakeholders who require this fundamental knowledge the most: the teachers themselves (Carreker et al., 2010; Moats, 2020).

Moats (1994) was among the first to note gaps in teachers' essential knowledge. She studied 89 teachers from diverse backgrounds and found that only 15% of the sample knew the six syllable types and only 10% could identify a consonant blend (e.g., "str in string"). Perhaps more disturbingly, not a single teacher could consistently identify a consonant digraph (e.g., "th" in "think"). Many teachers reported that never before had they been taught about basic English language constructs at this level.

Following the work done by Moats (1994), McCutchen et al. (2002), sought to establish a relationship between content knowledge, philosophical orientation, and classroom practices. Results from 59 teachers grouped by level (kindergarten, first grade, and second grade) showed

that although teachers scored high on measures assessing general knowledge (e.g., knowing which part of the body pneumonia occurs in) ranging from 73.9% - 82.4%, content knowledge related to teaching reading (e.g., correctly counting four speech sounds in the word 'box') was alarmingly low, ranging from 30.7% - 35.8%. Furthermore, teachers' content knowledge appeared stable (ranging from 30.7% for kindergarten teachers to 35.8% for second grade teachers), regardless of the number of years they had taught. The researchers found no association between teachers' beliefs relating to phonics versus whole-language, and their actual classroom practice. In other words, teachers did not use a theoretical orientation when choosing content and activities for their instruction, instead relying on their reading-related content knowledge. This is worrisome given the positive correlation found across all three groups, between teachers' content knowledge and the letter-sound activities they used in classroom instruction. This finding demonstrates the importance of preparing teachers in the critical content needed to teach reading effectively. On a positive note, this study indicates that when teachers possess sound reading-related knowledge, they apply it in their classroom practice.

Continuing the research in emergent literacy, Cunningham et al. (2004) were interested in investigating where and why gaps in teacher knowledge might be occurring. Kindergarten through Grade 3 teachers from 48 schools in California were invited to attend a reading and writing professional development summer institute; 84% (N = 722) of the attendees from the institute participated in the study. The authors were specifically interested in how well teachers were versed in children's literature, phonological awareness, and phonics. They were also interested in determining how well the teachers' perceived knowledge (what they *thought* they knew) within these domains aligned with their actual knowledge (what they *did* know). Surprisingly, the authors found that it was the *less* experienced teachers who had *better* actual

knowledge of phonological awareness. In contrast, teachers who expressed better knowledge of children's literature did in fact have better knowledge than their counterparts who perceived themselves to be less knowledgeable. Furthermore, the less experienced teachers also showed better calibration of their knowledge compared to their more experienced peers. The authors posited that the more recent graduates of teacher-training programs had been able to benefit from the evidence-based improvements to the content being taught at the pre-service level. In addition, the authors found that teachers who had better awareness of their knowledge base were more apt to seek out professional development aimed at improving areas of weakness in their knowledge. In contrast, the more experienced teachers showed very poor calibration between their actual and perceived knowledge; those who had the least knowledge were most likely to overestimate their skills. Interestingly, Cunningham et al. (2004), noted that even in the less experienced sample, the teachers still had considerable room for growth in their knowledge.

Joshi et al. (2009b) posited that teachers were graduating from university with incomplete knowledge because many teacher preparation programs lacked teacher educators with the requisite content knowledge needed to properly prepare future teachers. They surveyed 78 college and university reading instructors from teacher-training programs in the southwestern United States. Of this sample only 54% of the teacher educators were able to correctly define phonemic awareness, and only half of the teachers could explain when the letter *c* represented the sound /k/ in the initial position in words (i.e., when it was followed by an a, o, u, or consonant). A second group of professors from the midwestern United States who held PhDs were also studied, all of whom had previously taught elementary school. Alarmingly, even fewer professors from this sample (only 20 %) were able to correctly define phonological awareness.

In a related study, Joshi et al. (2009a) focused on the textbooks and materials being used in teacher training programs. The content of the textbooks was found to be lacking in the fundamental concepts for reading instruction and were not in line with recommendations issued by the National Reading Panel (NRP) (2000). Furthermore, there was a wide range in the subjects covered across the 17 textbooks reviewed; one textbook contained only 4% of the NRP's recommended content and very few of the most widely used textbooks for reading instruction included content on all five of the NRP's components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Taken together, Joshi et al. (2009a, 200b) provide some explanations for why teachers may not be using research-based content and practices in their classrooms; despite evidence demonstrating the positive effects of teaching basic language constructs to emergent readers, teachers have largely been failed by their teacher training programs. They have not been taught the content that they in turn would use to teach their students. This may be, that the teacher educators, although knowledgeable in their own field, do not possess the content knowledge needed to teach reading, themselves.

Teachers cannot disseminate knowledge that they themselves do not have. This pervasive problem seeps down from the highest level of the education system to its roots. This theory, known as the Peter Effect, was coined by Applegate and Applegate (2004). It refers to teachers' reading habits and stems from the biblical story of Peter the Apostle who, when asked for money by a beggar, replied that he had none to give, and therefore could not share. Binks-Cantrell et al. (2012) expanded this notion to the body of work on teacher knowledge. The authors were interested in knowing whether the gaps in teacher knowledge could be improved with professional development of teacher educators. They posited that participants of professional development aimed to better their knowledge of and ability to apply basic language constructs

(phonological, phonemic, phonics, and morphological), would (a) make gains in their own knowledge, and (b) positively impact the learning of the pre-service teachers in their courses. Teacher educators from 30 university and colleges in the southwest United States volunteered for a 3-year project comprised of multiple 2-day workshops, online support and collaboration, reading and teaching resource materials, syllabus evaluation, and feedback from the facilitators. The study revealed significant gains in knowledge for the teacher educators in the 'professional development' group who had received explicit teaching of basic language constructs compared to those who were in the wait-listed group.

In sum, Joshi et al. (2009a) and Binks-Cantrall et al. (2012) were able to support the idea that indeed, there is a cyclical lack of knowledge being perpetuated; teacher educators who do not possess knowledge of basic language constructs fail to teach it to their pre-service teacher candidates, who in turn fail to make the constructs explicit for their emergent readers. Over the course of close to 20 years, research has established the positive effects of improved teacher knowledge on student learning (Moats, 1994; Cunningham et al. 2004; Washburn et al. 2015). However, these studies have largely focused on early childhood and early elementary student groups. Scant literature exists investigating the impact of teacher knowledge on upper elementary groups.

An exception comes from a study focusing on the teachers of older struggling readers. McCutchen et al. (2009) conducted an intervention through a 10-day professional development summer institute with 30 teachers from Grades 3, 4, and 5, from 17 schools in the Greater Seattle area. The intervention included topics related to basic language constructs as well as those related to comprehension strategies often associated with the upper elementary curriculum such as morphology, text structures, and vocabulary. Teachers also received three, 1-day follow-up

sessions the following November, February, and May, and received mentoring in addition to in-class observations and feedback. Interestingly, while all students from the intervention group benefited from the increased knowledge of their teachers, the greatest impact was seen in the gains within the lowest-performing students across all measures. In addition, students of teachers with deeper linguistic knowledge regardless of group (intervention or control) also showed significant gains over students of teachers with weaker linguistic knowledge. Negative effects were found for grade level; younger students respond better to intervention than older students. This may be in part to greater demands of writing activities and increasing gaps in learning as students get older. In other words, all students benefit from teachers who have a deep knowledge of both linguistic features of language as well as effective activities to develop comprehension skills, however it is the lowest achieving students who benefit the most. In addition, intervening early during reading skills acquisition, before gaps in learning can affect developing writing skills, benefits students more efficiently still.

Kozak and Martin-Chang (2018) were also interested in knowledge and behaviours related to reading and writing at the upper elementary level. They worked with 106 preservice teachers in Eastern Canada over a span of three years to clarify whether increasing knowledge about the benefits of print exposure (reading for pleasure) would impact how the pre-service teachers planned for instruction. They were mainly interested in discovering: (1) how knowledgeable preservice teachers were about authors who wrote for young adults and children, and (2) whether print exposure would impact a hypothetical planning situation for Grade 5 students. They assessed pre-service teachers' knowledge by evaluating their knowledge of adult authors (Author Recognition Test, ART - A), children's and young adult authors (Author Recognition Test - Children and Young Adult Fiction, ART - CYA), as well as children's

storybook titles (Title Recognition Test, TRT). The preservice teachers were also asked to evaluate a series of vignettes describing a variety of commonly used activities for reading and writing. Kozak and Martin-Chang (2018) found that all the print exposure measures correlated positively with each other, as well as with the definitions task, indicating that those participants who read for pleasure were knowledgeable of titles across all genres and had a better base of knowledge related to print exposure. The lesson planning scores also correlated positively with the ART - CYA measures. This indicated that participants who were more familiar with young adult literature, were more likely to plan for more high-quality reading and writing activities in the classroom. These activities included explicit teaching as well as read alouds to their students. The higher teacher content knowledge was associated with increased reading and writing activities in the classroom. The practical implication of these findings suggests that teachers who have a broad and deep knowledge of texts (print exposure) as well as an understanding of who their students are as readers, may be more effective in choosing texts for and with their students to move them along the reading continuum as they develop their own love of reading.

The literature investigating teacher knowledge in upper elementary classrooms is still relatively new. Indeed, a meta-analysis conducted by Basma and Savage (2018) found a mere seventeen studies that met with their criteria on the topic of professional development on literacy, across all levels of elementary education. In order for a study to be included in the meta-analysis, it had to: (1) have a focus on teacher professional development, (2) measure the impact of teaching/learning on students' reading measures, (3) have a focus on elementary education, (4) include in-service teachers (no pre-service teachers), and (5) be reported and carried out in the English Language. The meta-analysis found an overall effect of teacher knowledge on student literacy. The findings suggest that professional development studies that were of high-

quality and had high student impact, were of a duration of 30 hours or less. Basma and Savage (2018) suggest several factors that might influence why the quality and effectiveness of professional development might improve within that time frame. First, a program that is 30 hours or less may allow for better focus on specific content. Second, this limited time frame may cause less disruption to the classroom and interference in teaching time. Third, the type of literacy topics best suited to this type of professional development might be more easily implemented in the classroom, and therefore more easily acquired by teachers. The authors also suggest that programs that provide teachers opportunities to reflect on their practice, and that include coaching or mentoring were also evaluated to be of higher quality.

The Present Study

My research question aimed to help fill a gap in the literature by comparing the effects of a traditional episodic Language Arts workshop, with a Language Arts workshop that is enhanced by providing the participants an opportunity to discuss on the content presented. I also placed an emphasis on the professional nature of the conversation, through the intentional use of key words such as *professional, collaborate, colleague, and exchange*, and by encouraging the sharing of ideas and resources. Based on the literature reviewed above, both workshop formats were aimed at improving teacher knowledge in the elementary and junior high school grades, and both formats were created after consulting with the teachers about their specific needs. This investigation explored four research questions. The first question examined whether discussing the content with colleagues would improve teachers' knowledge compared to those who had access to the same content, but did not have the opportunity to discuss. The second question explored whether the teachers in the discussion group would report being more receptive to professional development and collaboration. The third question examined teachers' satisfaction

with the workshop, based on whether or not their suggested topics were included in the content. Finally, I explored teachers' long-term satisfaction with the workshop, based on their opportunity for discussion.

Method

Participants

Participants were contacted beginning in January 2020 through the cooperation of a school board in a Canadian city, as well as through word-of-mouth and social media. In total, 79 teachers responded to the invitation to take part in a larger study being conducted with Ph.D. candidate and fellow Concordia laboratory member, Stephanie Kozak. Of the 79 teachers that responded, 53 certified in-service teachers participated. Data were analyzed only from in-service teachers who completed the pre-and-post-test measures. Inservice teachers ($n = 14$) who did not attend all parts of workshop or did not complete post-test measures were excluded. Preservice teachers ($n = 12$) were also excluded because they were unable to complete the professional development survey, which was central to this study. The sample was predominantly from Canada ($n = 52$). Twenty-four teachers were from the original cooperating school board, and 27 teachers were from various school boards and independent schools within the province. One teacher was from the Yukon, and one participant was trained in Canada but is currently employed in the United States of America.

In Canada, elementary teachers are trained as generalists and it is common for teaching assignments to vary from one year to the next (Minstère de l'Éducation du Québec, 2003). Therefore, all teachers with early childhood and elementary certification are expected to understand the foundational concepts necessary to teach reading (Moats, 2020). The sample included participants who were teaching English Language Arts (ELA; $n = 40$), teachers

assigned to other disciplines ($n = 4$), remediation teachers ($n = 4$), supply teachers (i.e., teachers who are fully qualified but do not have a permanent contracted teaching position) ($n = 1$) and lastly, ELA consultants ($n = 4$).

The sample included one male teacher ($n = 1$). With the exception of one participant who identified as South Indian ($n = 1$), all remaining participants identified as Caucasian (e.g., white, Canadian, Irish-Canadian, or European; $n = 52$). The average age of participants was 39.12 years ($SD = 9.04$). All participants self-reported as fluent in English ($n = 53$). Indeed, English was reported as 43 participants' first language ($n = 43$), and 10 participants' second language ($n = 10$).

The majority of participants listed a bachelor's degree in teaching as the highest education attained ($n = 42$), and 11 participants indicated having obtained a master's degree ($n = 11$). In terms of experience, participants reported teaching for an average of 12.73 ($SD = 8.04$) years, ranging from 1 to 29 years. Ten teachers reported having five or fewer years of experience, while 43 teachers reported being in the field for more than five years. Participants reported teaching a range of levels from pre-k to Grade 9. Consistent with the notion that teachers are generalists[2], 45 teachers reported teaching in several grade levels during their career.

The 53 participants who completed the measures associated with this study were divided into two groups; 26 participants were assigned to the discussion group and 27 participants were assigned to the no discussion group. The average size for the discussion group condition was $M_{discussion} = 4.33$ with a range of 2 -7 participants. The average group size for the no discussion condition was $M_{no\ discussion} = 6.75$, with a range of 3-12 participants. A fifty-dollar cash stipend was paid to participants upon completion of data collection (November of 2020).

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[2] Generalists are teachers trained in a variety of subjects, across multiple levels of education. They may specialize in, but are not limited to, elementary or high school levels.

Independent sample *t*-tests found that the participants from the two groups did not differ at pre-test on age, $t(31) = .98$, $p = .34$, nor on their teaching experience, $t(50) = .09$, $p = .93$. They did not differ on number of years teaching current grade level, $t(44) = 1.40$. $p = .17$ (see Table 1). Further, participants did not differ on their overall appreciation of various professional development formats $t(51) = .20$, $p = .85$, nor on their overall knowledge required to teach reading as measured by the Basic Language Survey (Moats & Foorman, 2003), $t(49), = 1.39$ $p = .17$.

Table 1

Descriptive Statistics for Demographics and Pre-test Measures

Measures	Discussion ($n = 26$)			No Discussion ($n = 27$)		
	n	*M*	*SD*	*n*	*M*	*SD*
Age (in years)	12[*]	37.08	6.57	21[*]	40.29	10.16
Years of teaching experience	25[*]	12.84	7.87	27	12.63	8.34
Years teaching current grade	23[*]	4.91	4.37	23[*]	7.13	6.19
Professional development appreciation	26	14.04	3.50	27	15.56	4.22
Basic language survey pre-test	26	20.23	7.58	27	20.56	4.03

Note. [*]The value reflects the number of participants that reported the information relating to their age or teaching experience. Basic language survey is out of 21. Professional development survey is out of 12.

Measures

Pre-Test Measures

Consent and Demographics Form. Participants reported teachers' age, ethnicity, years of teaching experience, education level, as well as topics they would like addressed within the workshop content (see Appendix A).

Basic Language Survey (Moats & Foorman, 2003). This survey measured linguistic knowledge of phonemic and morphemic awareness, reading comprehension, spelling, and syllable types. It also assessed teachers' knowledge of practices for reading instruction in the classroom (see Appendix B). It contained 21 questions. Each question was awarded 1 point for a correct answer and 0 for answers that were incorrect or left blank thus, the maximum possible score was 21.

Teacher Knowledge of Reading Instruction. This survey was adapted from Kozak and Martin-Chang, 2018. It was a two-part survey measuring teachers' knowledge of common constructs, strategies, and best practices in Language Arts instruction. Specifically, the *Definitions Task* had eight short answer questions and measured teachers' knowledge on terms such as literature circles, round-robin reading, and print exposure (see Appendix D1). There were 8 questions. Each question was awarded 2 points for a fully correct answer. Partial points were based on the number of correct elements included in the responses (ranging from .5 to 1.5 points) and 0 points were awarded for incorrect or blank answers. Scores were summed and the maximum score was 16.

The second part, the *Vignettes Task,* had six short answer questions, which required teachers to reflect on various classroom situations related to reading. These situations involved practices such as showing films, guided reading, and using round-robin reading (see Appendix D2). There were 6 questions. Each question was awarded 2 points for a complete and correct

answer, .5 point for a partially correct or incomplete answer, and 0 points for answers that were incorrect or blank. Scores were summed and the maximum score was 12.

Professional Development Appreciation Survey. The professional development appreciation survey was comprised of 12 questions. The questions were comprised of three sub-scales: (1) *value in collaboration with colleagues* (4 questions summing to 20 points), (2) *value in collaborating with a facilitator/mentor* (4 questions summing to 20 points), and (3) *appreciation of professional development formats* (3 questions summing to 15 points). Teachers rated their agreement with each statement on a Likert scale (1 = strongly agree to 5 strongly disagree). Scores were summed across each sub-scale totalling 55 for pre-test analysis. Then, scores were summed for each individual sub-scale for post-test analysis (see Appendix C1 and C2).

Post-test Measures

All of the pre-test measures were repeated at post-test, with the exception of the demographics measure. The order of presentation remained standard: the Basic Language Survey (Moats & Foorman, 2003), the Teacher Knowledge of Reading Instruction Test (Kozak & Martin-Chang, 2018), and the Professional Development Appreciation Survey.

Delayed Post-test Measure

The Professional Development Workshop Satisfaction Survey contained six questions that gauged participant overall satisfaction with the workshop. The first 4 items related to enjoyment, reflection, sharing, and use of workshop content in their classrooms. These items were measured on a 5-point scale (0 = no response/no comment to 4 = all the time/absolutely). The last two items inquired about teacher's satisfaction with the length and quantity of the workshop content. These items were measured on a 4-point scale (0 = no response/no comment

to 3 = perfect amount). Responses were summed across the questions to form a satisfaction composite and a mean group response was calculated (see Appendix E).

Additional Measures

Measures related to the larger study but not analysed for the purposes of this investigation were also employed. These included: (1) the Author Recognition Test (ART-A) (Stanovich & West, 1989), which measures an individual's approximate reading volume over their lifetime; (2) the Author Recognition Test of Children's literature and Young Adult literature (ART-CYA) (Kozak & Martin-Chang, 2019), which measures an individual's recognition of children's fiction and young adult fiction authors; (3) the Title Recognition Test (TRT) (Cunningham & Stanovich, 1991), which measures an individual's recognition of children's popular storybook titles; (4) the Language Arts Grid (adapted from Cunningham, 2009), which measures teacher's knowledge of instructional strategies; (5) the ELA Teacher Survey, which allows teachers to indicate the type and quantity of books they use as well as how they use them, in their classroom; (6) the Predicters of Leisure Reading survey (Martin-Chang et al., 2021), which measures individual's motivation for leisure reading, and the Self Perception Survey (Cunningham, Perry, Stanovich, & Stanovich, 2004), which measures teachers' calibration of their knowledge related to basic language constructs and of print exposure.

Teacher Professional Development Workshops

The workshop, which focused on fostering the love of reading in students, was presented by my lab partner Stephanie Kozak and myself. Content for teaching reading development was reviewed. We also introduced and modelled instructional strategies to nurture student engagement and motivation, and teachers participated in several activities such as quick writes (1-2 minutes writing periods) and a mock round-robin reading of a short text. In the case of the

treatment group, discussion stemming from the content was encouraged, both with intentionally planned prompts as well as through questions posed by the participants. A total of nine, two-part workshops were conducted. Participants were randomly assigned into one of two groups: a discussion group and a no discussion group but were presented with the same content. Day one of the workshop began with models of reading development to provide a foundation for future learning. These included: Ehri's Phases of Reading Development (Ehri, 1995, 2005), Gough and Tunmer's Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990), and Alexander's Lifespan Developmental Perspective on Reading (Alexander, 2005). My co-presenter and I also briefly reviewed the five pillars of balanced reading instruction (i.e., phonemic awareness, phonics, vocabulary, oral reading fluency, comprehension) (NRP, 2000). The types of teacher knowledge required for effective instruction (i.e., content knowledge, pedagogical knowledge, pedagogical content knowledge; Shulman, 1986) were also reviewed. The second half of day one contained an explanation of the Matthew Effect (Stanovich, 1986), print exposure (Sparks, Patton, & Murdoch, 2014; Stanovich & West, 1989), and the Peter Effect (Applegate & Applegate, 2004). This demonstrates the importance for a solid, early acquisition of literacy skills and development of a love of reading.

Day two of the workshop began with the Self-determination Theory (i.e., autonomy, relatedness, competence; Ryan & Deci, 2000). We built on the topics from the first day to include the importance of teacher knowledge calibration (Cunningham et al., 2004), and best practices for developing reading motivation in students (Conradi, Jang, & McKenna, 2014; DeNaeghel et al., 2016). The critical role of teachers in fostering a love of reading was emphasised throughout. Content for the latter part of day two focused on the application of teaching strategies to develop autonomy, relatedness, and competence (DeNaeghel et al., 2016).

A variety of instructional strategies that could be used in the classroom were presented, specifically: guided reading (Fountas & Pinnell, 2017), independent sustained silent reading (Serravallo, 2018), close reading (Serravallo, 2018), interactive read alouds and dialogic reading (Serravallo, 2018), and video alouds (Serravallo, 2018); see Appendix F for a full description of strategies presented in the intervention script. Likewise, resources in the form of professional books, websites, and tools were provided. For example, the website What Should I Read Next? was introduced. This interactive website suggests titles based on books the reader has previously read. It was suggested during the workshop that teachers should read the books their students are reading to become familiar with popular books for their particular grade. This website was shared to facilitate both teachers' and students' access to a broad range of titles that matched their interests. Lastly, Talk Moves (Literacy Today, 2019) were briefly presented. These are specific sentence stems that are explicitly taught to students to help scaffold the development of oral language skills such as contributing an idea or monitoring focus and understanding. Talk Moves were included in the presentation within the context of facilitating communication between students and strengthening reading comprehension through discussion.

Across the sessions, participants in the discussion condition were given an opportunity to share and exchange ideas, whereas the participants from the no discussion condition were not. Specifically, we asked teachers in the discussion condition about the opportunities offered by their respective schools for professional discourse and sharing of pedagogical practices and resources (see Appendix G). They were asked to identify how teaching teams within their schools collaborated to foster a literacy-rich environment. To underpin the expert role teachers play in their students' reading development, we prompted them to reflect and share what, if anything, their schools did to bridge learning across grade levels. For example, we asked

What would your **colleagues** say about some of the information that has been presented here today? How might you share your **expertise** with them? Perhaps to **collaborate** across cycles to better align your literacy practices at school? Is this something that could be done at staff meetings? (see Appendix G)

In addition, spontaneous conversation stemming from participants' contributions were encouraged by the presenters. For example, many teachers shared the literacy activities from their classrooms, as well as events that took place in their schools. These grand conversations were carried out for all discussion group sessions (see Appendix G) and in the case of groups of six or more participants, small breakout sessions were conducted in an effort to maintain consistent size of the groups.

At the end of the second session, the link to the post-test online survey was sent to participants. This contained the same pre-test measures that participants completed, with the exception of the consent and demographics surveys. At that time, participants from the no discussion condition were invited to attend an optional session where they had the opportunity to ask questions, contribute ideas, and share strategies with their colleagues.

Treatment Fidelity

I maintained treatment fidelity (reliability of the content presented) during the workshops across all sessions by creating and adhering to a script (See Appendix F). Questions asked by participants and responses to questions by both other participants as well as presenters were the only content that differed from session to session. In light of that fact, a copy of the presentation slides as well as a compilation of shared resources across all sessions, was shared with all participants from both conditions.

Masking

Participants were not made aware of the different conditions prior to the workshops. However, participants in the no discussion condition were invited to participate in a discussion session once both parts of their workshop were complete.

Procedures

Participants completed all pre-test measures electronically. Permission to conduct the study was granted by Concordia University's Office of Research. The consent form was completed prior to receiving the pre-test measures and links to the video conference online workshops. Start dates were set around the participants' schedules and treatment conditions were assigned randomly across groups. Most sessions were conducted over consecutive days. When that was not possible, the sessions took place over three days. Each part contained 90 minutes of content delivery. Six workshops were held during the months of March and April, and three additional workshops were held during the month of July[3]. Therefore, data were collected at three time points. The first was at pre-test, the second was following a two-day workshop at post-test, and a third was four months after the last workshop, in November 2020.

Teachers were initially invited to participate in a one-day in-person workshop titled *For the Love of Reading: What We Are Doing Well and What We Can Do Better,* to be held on March 30th, 2020. The presentation was subsequently adapted to two, online sessions due to the constraints associated with the global pandemic. The activities that were originally planned for the in-person session (quick write reflection, small group discussions) were adjusted to fit Zoom, in an online platform delivery. Zoom was chosen for its widespread accessibility, functionality, and user-friendly technology.

Results

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[3] The ever-changing landscape of education and schooling during the pandemic made recruitment of participants challenging during the months of May and June.

My first research question asked whether teacher knowledge of print exposure could be improved by participating in a 2-part workshop and if so, whether the gains could be influenced by taking part in discussions. Therefore, two separate 2 X 2 mixed ANOVAs were conducted with the definition and the vignette scores as the dependant variables, and Group (i.e., discussion, no discussion) and Time (i.e., pre, post) as the independent variables (see Table 2). With regards to the dependent variable *definitions*, the main effect of Group did not show a statistical difference $F(1,45) = .21$, $p = .65$, partial $\eta^2 = .01$. However, there was a main effect of Time between pre-test and post-test with a large effect size (Field, 2009), $F(1,45) = 160.36$, $p = .00$, partial $\eta^2 = .78$. This suggests that the materials presented during the workshop increased teacher knowledge of the definitions of concepts related to print exposure. Unsurprisingly, there was no statistical interaction between Group and Time on definition scores, $F(1,45) = .32$, $p = .57$, partial $\eta^2 = .01$. Turning to the vignettes scores, neither the main effect of Group, $F(1,45) = .16$, $p = .70$, partial $\eta^2 < .01$, nor the main effect of Time, $F(1,45) = 1.72$, $p = .196$, partial $\eta^2 = .04$, showed statical differences. Once again there was no statistical interaction between Group and Time.

Table 2

Descriptive Statistics for Teacher Knowledge of Reading Instruction

Measures	Discussion ($n = 26$)			No Discussion ($n = 27$)		
	n	*M*	*SD*	*n*	*M*	*SD*
Definitions pre-test	22[*]	44.03%	17.46	25[*]	41.28%	10.93
Definitions post-test	26	66.95%	15.91	27	66.44%	12.64
Vignettes pre-test	22[*]	75.76%	13.83	25[*]	73.83%	20.36
Vignettes post-test	26	78.05%	25.1	27	77.93%	13.81

Note. *The value reflects the number of participants that reported the information relating to knowledge of reading instruction. Definitions were scored out of 16. Vignettes were scored out of 12.

Second, I examined whether perceptions of specific components of professional development would differ at post-test as a function of group assignment. Therefore, I ran *t*-tests on value in collaboration with a colleague, value in collaboration with a facilitator, and preference for type of professional development. At the time of analysis, one question that asked participants to reflect on their teaching, did not fit within one of the three subset categories and was therefore not included. After correcting for familywise error ($p = .05/3 = .017$) only value in collaboration showed a significant difference between the two groups. When asked about collaboration, on average the discussion group ($M = 5.23$, $SD = 1.51$) had stronger opinions about collaboration with colleagues compared to the no discussion grp ($M = 6.33$, $SD = 1.49$; $t(51), = 2.68\ p = .01$). In terms of the Likert scale, this translates to the discussion group indicating that they *strongly agree* with the value of collaborating with peers, whereas the no discussion group indicating that they *somewhat agree*. All other *p* values were > .5, with both groups indicating that they *somewhat agree* with the benefit of collaborating with a facilitator and *somewhat agree* with the benefit of various types of professional development.

Third, I turned to the data from the delayed post-test to examine whether there were any long-lasting differences in satisfaction with the workshop between the groups four months later. An independent samples *t*-test did not show differences between the groups based on the opportunity for discussion, $t(51), = 1.08$, $p = .29$.[4]

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[4] Spring and summer sessions were analyzed for differences among the participants however none were found, therefore the sessions were analyzed together.

Finally, I assessed whether teacher satisfaction with the workshop differed based on participants' perception of whether the topics they suggested were addressed within the workshop content. To answer this question, I collapsed across the discussion conditions and focused instead on whether their "…suggested topics were included in the series of workshops". None of the participants indicated that they somewhat disagreed or strongly disagreed with the notion of their topics being covered in the workshop. Thirty-two participants responded that they somewhat agreed or strongly agreed, whereas 21 participants indicated that they were neutral to the statement. I subsequently ran an independent samples t-test with the groups split between those who agreed (strongly or somewhat) and those who were neutral. The satisfaction scores did not reveal differences between the groups for satisfaction with our workshop based on the perception of content inclusion, $t(51) = .67$, $p = .51$.

Discussion

The primary aim of this study was to explore whether the impact of an isolated workshop could be enhanced by including opportunity for discussion on the topics presented. By promoting discussion in the experimental group, I hoped to increase a sense of relatedness and ownership for the teachers, which in turn might impact their knowledge of the content and satisfaction. Another goal was to determine whether satisfaction with professional development in general, as well as with the specific sessions I offered, might be impacted by discussion and by consulting with the teachers and including their suggested topics in the workshop. As suggested in the literature, I speculated that soliciting suggested content from the participants, would increase teachers' satisfaction for those who perceived their contribution to be included, (e.g., Knight, 2000; DeSimone & Parmar, 2006).

I first sought to determine whether having the opportunity to discuss the workshop content with colleagues would result in knowledge gains. This first question was partially supported by the data. Indeed, teacher knowledge of print exposure (definition of terms) was improved by participating in this workshop, however the gains were not influenced by group assignment. In other words, the knowledge of terms in the discussion group did increase from pre-test to post-test, however, the gains were not significantly different than participants in the control group. This finding was unexpected. I anticipated that the teachers who discussed their understanding of the topics with their colleagues and reflected upon their learning would have internalized the content better than those who did not participate in discussions.

Several factors might explain this finding. The isolated professional development workshop was only three hours long and took place over two days. Indeed, an increased number of sessions and time to ruminate on the content between sessions may have given the teachers opportunity to consolidate their knowledge and then discuss any uncertainties with colleagues.

The literature suggests that the ideal length of time for professional development ranges between 8 and 30 hours. Kosco and Wilkins (2009) found that teachers' perception of their abilities increased after 8 hours of professional development, McLesky and Waldron (2015) suggested a benchmark of 20 hours or more to support teacher learning, whereas Basma and Savage (2018) found that more than 30 hours of training on one topic could have adverse effects on the desired outcome. Gersten et al. (2010) and Cunningham et al. (2015) both implemented teacher study groups, that fell within this optimal range. The teacher study groups from both investigations met twice monthly (16 and 15 sessions, respectively), and used *relationship-based learning approaches* (Cunningham et al., p. 62). During each meeting, the teachers and facilitators took part in a recursive process that included, (a) reviewing the previous meetings'

content, (b) examining research-based articles for the current meeting's topics, (c) putting into practice the content and spending time collaborating with colleagues, and finally, (d) previewing guiding questions and content for the following meeting. In short, the meetings were organized to promote collaboration between the teachers and the facilitator, as well as between the teachers themselves. In stark contrast, our workshop was only 3 hours in total, and contained a scant 45 minutes for discussion. This may not have been enough time to create the optimal circumstances for teacher collaboration through the iterative process as recommended in the research (Kosco & Wilkins, 2009; Gersten et al., 2010; and Cunningham et al., 2015).

Unlike the definition knowledge scores, which increased significantly across both groups, the pre-intervention vignettes scores did not improve significantly. One possible explanation could be that the scores for the vignettes task were already moderate, leaving a narrower margin for improvement. Additionally, as with the definitions results, it could be that the teachers did not have enough time with the content to internalize it and make it part of their natural, instinctive teaching practice. This is supported by previous findings in the literature where teachers were more likely to implement knowledge acquired through long-term professional development in collaboration with colleagues and facilitators, as in the form of a PLC or TSG, versus content learned in an isolated workshop (Timperley et al., 2007; Gersten et al., 2010; Morewood et al., 2010; Cunningham et al., 2015). Indeed, DeSimone and Parmar (2006) suggest that collaboration allows teachers to exchange ideas and discuss content, while Basma and Savage (2018) suggest in their meta-analysis that high quality professional development includes opportunities for coaching. Ideally, the skills that have the greatest impact on teacher knowledge and student outcomes are enhanced through a rigorous process. These skills are first taught by knowledgeable professionals, subsequently modeled through coaching, and later, honed in the

classroom. Teachers then have time to reflect upon what worked well and what did not, before bringing it back to the group for further refinement (McLeskey & Waldron, 2015). Unfortunately, due to school closures brought on by the global pandemic, the current study was not able to proceed with the classroom implementation and deep reflection elements of the cycle.

My second research question explored whether participants attributed greater value to specific components of workshops in general in the following three areas: collaboration with colleagues, collaboration with a facilitator, and appreciation of professional development formats, based on their group assignment (discussion, no discussion). Although teachers from both groups rated all three areas quite favourably, they only differed significantly on the questions involving collaborating with colleagues. Following the workshop, the participants from the discussion condition strongly valued the opportunity to collaborate, while the participants from the no discussion condition were lukewarm about the notion. This finding is consistent with previous research (e.g., Cunningham et al., 2015). Without intervention teachers frequently find themselves working in silos, divorced from opportunities to develop innovative learning activities collectively (DeSimone & Parmar, 2006). In the discussion group, it would seem that simply encouraging teachers to collaborate within a professional network created a heightened appreciation for the benefits of sharing resources and finding creative solutions to problems. Noticeably, this phenomenon was specific to the intervention group.

Given that the workshops took place during the spring and summer of 2020, I wondered whether returning to classes and applying the content with students would result in differences in teacher enjoyment between the groups (discussion, no discussion) the following autumn. Therefore, teachers were asked to respond to six questions relating to how well they enjoyed our specific workshop, three months into the 2020-2021 school year. However, I found no significant

difference for overall satisfaction based on group assignment, nor was there any difference between groups based on whether they participated in the spring or summer sessions.

I am left to conclude that while discussion among teachers may contribute to the relational ethos of a group and stimulate future collaboration, it might not be the central factor that leads to knowledge gains or overall satisfaction during professional development. Interestingly, the most common response for participants from both groups was that the *perfect amount of time* had been spent on both content and discussion. It seems, then, that despite manipulating the time for discussion, both groups enjoyed and learned from the workshops equally. Indeed, the most frequent response from both groups indicated that they enjoyed the workshop *very much.*

Using the same delayed post-test data, I then explored whether the inclusion of teachers' suggested topics impacted overall satisfaction. I collapsed the groups across the discussion conditions and instead, divided the participants by whether their suggestions were included in our workshop. As no one indicated that their topics were not included, I divided the groups into *neutral*, and *agree* (somewhat agree/strongly agree). Once again, no significant difference between these groups was found. In other words, teachers liked the professional development experience equally, whether or not they felt their suggested topics had been incorporated into the workshop content.

Similar to discussion, the critical element for satisfaction with professional development may not be a matter of consultation about the topics, or the teachers' suggestions being included (cf. Knight, 2000). As reported in the literature (Knight, 2000; Helterbran & Fennimore, 2004; DeSimone & Parmar, 2006), there appear to be specific pitfalls made by administrators and facilitators alike, when planning professional development for teachers which routinely result in

alienating the teachers. Specifically, teachers resent being forced to attend professional development by their administrators (Knight, 2000). DeSimone and Parmar (2006) add that teachers are often frustrated with mandated professional development topics that are not aligned with what they consider beneficial or relevant, or in some cases, not provided at all, to address gaps in their knowledge. For their part, facilitators also sometimes fall short in meeting teachers' expectations. Frequently, teachers are made to feel their own expertise and contributions are irrelevant during these sessions. To compound these feelings of discontent, the sessions routinely do not address practical issues relevant to the classroom and lack concrete instructional strategies and tools for application with students (DeSimone & Parmar, 2006). The findings reported here, suggest that giving teachers the option to choose their own professional development, or to have a voice about the training brought in by administration, might alleviate some of the frustrations discussed above. In other words, simply giving teachers the right to attend or refuse professional development might be enough for them to deem the content pertinent to their practice and for the professional development to be satisfactory (see Knight, 2000; DeSimone & Parmar, 2006).

In an effort to offer professional development of the highest quality, I carefully considered the pitfalls mentioned above, when planning for the workshop. The teachers who participated in my study were not mandated to attend; they chose to do so freely and registered without charge. In their study which focused on teacher partnership in developing high quality professional development, Helterbran and Fennimore (2004) emphasised the importance for teachers to express their opinions and have a voice in the process. For this workshop, teachers were encouraged to suggest topics in which they were interested in learning more about, within the context of developing students' love of reading. Where possible, their submissions were incorporated into the presentation content. This may explain why not one participant indicated

that their suggestions had not been included. To address the desire for content that included

practical issues and relevant classroom strategies as discussed by Helterbran and Fennimore

(2004) as well as by DeSimone and Parmar (2006), I presented a myriad of activities, strategies,

and resources for use in the classroom and explicitly linked them to the theoretical material from

the workshop. In consideration of the fact that we had participants who taught a range of grade

levels, I intentionally provided examples of how the resources and activities could be adapted to

suit each of them. Lastly, the workshop was planned and delivered by two certified teachers, who

identified with the participants and recognized them as fellow professionals, motivated to

improve their knowledge about developing the love of reading in their students. It would seem

that when teachers are given autonomy (Strong & Yoshida, 2014) over whether to register for

professional development, and when the content and delivery is of high quality, both the

discussion and non-discussion groups indicated that there had been enough content and enough

time for discussion during, the workshop.

Limitations and Future Directions

One limitation of this study was that due to the school closures, the in-person workshop

was no longer being offered during a school board professional development day. Therefore,

teachers who had registered for the sessions were no longer required to attend. This resulted in

all participants self-selecting to participate in our online workshop and investigation. This also

resulted in a small sample size of like-minded teachers who were keen to continue their

professional development despite the uncertainty of the global pandemic. Therefore, these

findings cannot be generalized to teachers who are not provided the choice of whether or not to

attend professional development training. It would be beneficial to conduct this study with a

larger sample, one with participants who have been mandated to attend the workshop, as opposed to a sample that is self-selected.

While my sample was, in many ways alike, the teachers were heterogenous with regard to their current teaching tasks. There was a wide range in teaching level of the participants, as well as teachers who specialized in subjects other than Language Arts. Future studies might address the inconsistent knowledge gains (definitions, vignettes) by tailoring the vignettes to specific grade levels so that teachers might better identify with the situations described within them. These specific vignettes could be presented to more homogenous groups such as high school, elementary school, or even cycle-specific elementary groups.

An additional limitation of this study is the lack of long-range collaboration and coaching that is central to the relationship-based model implemented in the studies conducted by Gersten et al. (2010) and Cunningham et al. (2015). I was unable to follow up with the participants to conduct in-school sessions that might have had further impact on knowledge gains. Indeed, my workshop was less than 8 hours in duration and did not encompass a recursive process to promote the transfer of theory into practice (Helterbran and Fennimore, 2004). In addition, I can only speculate whether the teachers would have liked the workshop equally, if the 8-hour suggested minimum had been met, or whether the shorter duration was an asset, in the online context. Workshop duration, as well as the features of videoconferencing platforms that facilitate collaboration, and that are now better known and more widely available (Foulger, 2020), should be considered when conducting future online workshops. Additionally, a hybrid model for professional development, one that includes in-school support to complement the online component, could be conducted.

Implications

Implications for this study affect teachers, administrators, and professional development facilitators alike. This study has shown that although discussion during a workshop might promote collaboration, it might not be central to teacher satisfaction nor knowledge gains. Time allocated to discussion during workshops, in place of research-based content, should be carefully considered and the benefits weighed.

It has been suggested that, in order for teachers to learn deeply and make new knowledge part of their teaching praxis, they require a recursive process (Gersten et al., 2010; Cunningham et al., 2015). These professional learning communities provide current content, and an opportunity for practice and reflection, in a supportive network. However, this relational-based process comes at a cost both in terms of time, and money. Indeed, there may be a place for effectively designed and efficiently conducted episodic workshops that offer limited periods for discussion. These professional development opportunities can result in high teacher satisfaction, while delivering evidence-based content, so that teachers can disseminate to their students, what they know.

Conclusion

This investigation aimed to explore the impact that opportunity for collegiate discussion would have on teacher knowledge, as well as on general satisfaction, during a professional development workshop. A secondary goal was to better understand whether satisfaction is impacted by teachers' contribution to the workshop content.

Unexpectedly, I found that discussion did not have the impact that I thought it would. Although the workshop did result in overall gains in teacher knowledge, the participants from the discussion condition did not demonstrate greater learning over the no discussion condition. The teachers' post-test scores on both knowledge measures left room for improvement. Indeed,

perhaps additional time and complementing the workshop with opportunity for collaboration would result in additional knowledge gains as suggested in the literature (Kosko & Wilkins, 2009; McLeskey & Waldron, 2015).

Also surprisingly, discussion did not impact teacher satisfaction with the workshop, as both groups responded that they very much enjoyed it. Of interest, participants from the treatment condition did indicate a propensity for them to favour collaboration, whereas the no discussion group did not. This may be a result of increased feelings of relatedness that impacted their mindset toward collaboration with peers.

Lastly, the teachers' satisfaction with the workshop was not impacted by whether their content had been included, in contrast to findings in the literature (cf. Knight, 2000; DeSimone & Parmar, 2006). Perhaps it is enough for teachers to have their goals met with high quality professional development, for them to deem it pertinent to their practice (see Knight, 2000; DeSimone & Parmar, 2006), for them to enjoy it, and most importantly, to have their knowledge improved by it.

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Appendix A

Consent & Demographic Survey

These questions will provide us with demographic information. Before you proceed, please read the consent form carefully.

INFORMATION AND CONSENT FORM

Study Title: The impact of reading experience on later reading performance. Researcher: Dr. Sandra Martin-Chang
Researcher's Contact Information: s.martin-chang@concordia.ca

You are being invited to participate in the research study named above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A.   PURPOSE
The purpose of the research is to study how reading interest and knowledge are related to reading instruction. The survey is designed to explore how reading motivation and teachers' own reading inclinations inform classroom instruction.

B.   PROCEDURES
If you participate, you will be asked to to fill out several short surveys about your reading experiences and classroom instruction. All of these tasks will take place before an online workshop. You will be asked to fill out some of these surveys again at the end of the online workshop. You may be contacted at a later date for a follow-up questionnaire, or to be asked if you would like to be given further information. The answers on the questionnaire will be completely confidential. While we will be asking for names and initials on the individual surveys, a participant number will used beyond this point so that your scores will not be associated with your name. Data will be kept in a locked room at all times, and will be destroyed after a period of 5 years. Only group data from this project will be published. In total, participating in this study will take one hour.

C.   RISKS AND BENEFITS
There is minimal risk to you from the involvement in this study. It is our hope that you will personally benefit from participating by learning more about print exposure and various classroom techniques that could enhance your teaching. We will also use the

finding from this work to improve teacher training in Montreal, and through publication, hopefully in other parts of the world as well.

D. CONFIDENTIALITY

We will gather the following information as part of this research: demographics, reading survey, teaching experiences survey, lesson planning activity, knowledge survey.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

We will protect the information by keeping it in a locked cabinet and ensuring that your name is not associated with any of your data.

We intend to publish the results of the research. However, it will not be possible to identify you in the published results. We will destroy the information five years after the end of the study.

F. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher before December 1st, 2020.

There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

1. Please provide your full name below.

2. I have read the above consent form and consent to participate in this research.

   Mark only one oval

   ⭕ *Yes*

◯ No

3. Date.

_____

Example: 7 January 2019

Demographics
Please enter your name and last name initial.

_____

4. Please select your Gender

Tick all that apply.

☐ Female
☐ Male
☐ Other: _____

5. Please provide your FIRST language

_____

6. Do you speak any other languages? Please provide them in order of fluency below.

_____

7. Please state your ethnicity

_____

8. What is the highest degree you have obtained (e.g., Bachelor, Masters, Ph.D) and where did you obtain it?

_____

9. Are you currently an in-service teacher or a pre-service teacher (i.e. have you graduated from your teaching program)?

Mark only one oval.

◯ In-service

◯ Pre-service

10. If you are an in-service teacher, please indicate what grade you currently teach and for how long you have taught it?

11. For how many years have you taught in total?

12. Have you taught English Language Arts in other grade levels? If yes, please specify

13. We want to hear from you!

What would you like to learn from us?

Appendix B
Basic Language Survey Version A
(Moats & Foorman, 2003)

1. Count the number of speech sounds or phonemes that you perceive in each of the
    following spoken words. Remember, the speech sounds may not be equivalent to the
    letters. For example, the word "spoke" has four phonemes: /s/ /p/ o-e/ /k/. Write the
    number of phonemes on the line.

Thrill _____   Ring _____   Shook _____

Does _____   Fix _____   Shrimp _____

   I don't know.

2.   Count the number of syllables that you perceive in each of the following words. For
example, the word "higher" has two syllables, the word "threat" has one, and the word
"physician" has three.

Lightening _____   Capital _____   Shirt _____

Spoil _____   Decidedly_____   Banana _____

   None of the above
   I don't know.

3.   Read the first word in each line and note the sound that is represented by the underlined
letter or letter cluster. Then select the word or words on the line that contain the same sound.
Circle the words you select.

p<u>u</u>sh   although   sugar   duty   pump
_____

w<u>eigh</u>   pie   height   raid   friend
_____

wa<u>s</u>   miss   nose   votes rice
_____

   I don't know.

4.   What is the third speech sound (phonemes) in the word *wretch*?

   /ch/   /e/   /t/   /r/
   I don't know.

5.   An example of a closed syllable is:

keep   clothes   up   heard
I don't know.

8.   A compound noun is:

weather   butterfly   himself   already

I don't know.

9.   The "d" in "puddle" is doubled because:

a.   There are two /d/ phonemes in the spoken word

b.   The sound /d/ becomes a tongue flap in the middle position

c.   The first "d" belongs to the first syllable and the last "d" belongs to the last syllable; they

stay when the syllables are joined

d.   An extra "d" was put in the keep the first vowel short.

        I don't know.

10.   For each of the following words, find one in the row that ends in the same sound:

dogs	miss	his	decks	niece
coached	trapped	screamed	twisted	filled
knew	sew	coy	igloo	though

I don't know.

11.   For skilled readers, listening and reading comprehension are usually about equal. For developing readers in K-3, it is true that:

a.   Reading comprehension is better than listening comprehension

b.   Listening comprehension is better than reading comprehension

c.   Reading and listening comprehension are comparable, about the same

12.   Which word begins with a long vowel, open syllable?

favour   pleasant   sunny   planet   comet

I don't know.

13.   Which word only has one syllable?

peaches   able   quiet   higher   tacked

I don't know.

14.   Which word is an example of this spelling rule: drop silent e when adding a suffix that begins with a vowel?

grimy   lady   stately   beautifully   strangely

I don't know.

15.   Which word does not have a prefix, root, suffix construction?

prevalidate   returnable   unhistorical   subtraction   anxiety

I don't know.

16.   Literature circles can be a useful motivation strategy in reading because:

a.   Children choose their groups to be with their friends

b.   Children choose a book they are interested in

c.   The teacher groups children based on their abilities

d.   Only classic books are used for literature circles

E.   I don't know.

17.   Guided reading serves the purpose of:

a.   Working with small groups of students who are reading at the same level to target specific strategies
b.   Reading texts to children that are out of their own grasp
c.   Grouping children reading at different levels to help each other read texts
d.   Having other adults come into classrooms to model reading fluency
            I don't know.

18. What can be said about the ease of reading acquisition?
a. It bears no consequences on later reading development
b. Teachers have very little impact in how children's reading attitudes develop
c. Children will innately catch up to peers if they have a rough start
d. Children who get off to an easy start in reading tend to read more
 I don't know.

19. True or false: Round Robin reading is an efficient way to assess reading fluency
True
False
I don't know.

20 Which of these skills is developed by reading out loud to children?
a. It develops reading skill
b. It develops reading comprehension.
c. It develops prosody skills
d. It develops spelling skills
e. I don't know

21. Which of these is not an integral part of sustained silent reading?
a. Children choose their own reading material
b. The teacher joins children in reading silently
c. The children must all read a fiction novel
d. The class discusses their reading material
 I don't know.

Basic Language Survey Version B
(Moats & Foorman, 2003)

1. Count the number of speech sounds or phonemes that you perceive in each of the following spoken words. Remember, the speech sounds may not be equivalent to the letters. For example, the word "spoke" has four phonemes: /s/ /p/ o-e/ /k/. Write the number of phonemes on the line.

   Sawed _____   Quack _____   Know _____

   Extra _____   Wrong _____   Beak _____

   I don't know.

2. Count the number of syllables that you perceive in each of the following words. For example, the word "higher" has two syllables, the word "threat" has one, and the word "physician" has three.

   Walked _____   Recreational_____   Lawyer _____

   Boat _____   Differently _____   Earth_____

   I don't know.

3. Read the first word in each line and note the sound that is represented by the underlined letter or letter cluster. Then select the word or words on the line that contain the same sound. Circle the words you select.

in**t**end	this	whistle	baked	pizza

ring	sink	handle	Rheingold	signal

cough	tough	rough	off	puff

4. What is the third speech sound (phonemes) in the word *wretch*?

   /ch/   /e/   /t/   /r/   I don't know.

5. A word that is an example of the "y rule" for adding endings is:

   easier   hoping   enjoyable   plowed

6. Which of these words is NOT a magic-e syllable?

   time   peace   hope   wage   drove

7.   Which word has a final or ending consonant blend?

   plaque   sting   blithe   quaint   which

8.   Which word begins with a short vowel, closed syllable?

   favour   pleasant   sunny   planet   constant

9.   Which word is a compound?

   otherwise   selfish   butternut   wrapped   although

10.   Which word has a prefix?

   definition   proactive   reindeer   super   hamburger

11.   Which word is an example of this spelling rule: double the final consonant of a closed syllable that ends in one consonant when adding a suffix beginning with a vowel?

   ripple   accommodate   grassy   winning   happy

12.   Which word does not have a prefix, root, suffix construction?

   devaluation   reversible   unreasonable   disqualification   syllable

13.   Literature circles can be a useful motivation strategy in reading because:

a.   Needs for autonomy, competence and relatedness are met

b.   Children scaffold each other

c.   Each child only has one task to master

d.   It develops spelling skills

e.   I don't know

14.   Guided reading serves the purpose of:

a.   Working one on one with children
b.   Practicing reading fluency by reading out lout in front of the whole class
c.   Grouping children by different abilities to support each other
d.   Grouping children by same abilities to support each other
e.   I don't know

15.   True or false: when students are engaged in sustained silent reading, the teacher should be as well.

     True   False

16.   Which of these statements about Round Robin reading is true?
a.   It is an effective way to assess how well children read
                 1. Children reap the benefits of listening to a story as well as exercising their own reading skill
b.   Children might feel put on the spot and anxious about having to read in front of their peers
c.   It is a fair opportunity for everyone because the teacher selected the text
d.   I don't know

17.   True or false: it is better for children to read non-fiction for pleasure, rather than fiction.

     True   False

18.   The Matthew Effect supposes that:
a   Early reading acquisition should begin with parents teaching the alphabet at home
b.   If children don't know how to read by the end of Grade 1, it's too late
c.   The gap between struggling readers and good readers is easily observed in the beginning
d.   Reading for pleasure can help children who lag catch up
e.   I don't know

Appendix C1

Professional Development Survey

1. I am interested in collaborating with colleagues to deepen my learning about the topics from this series of workshops.

   Mark only one oval.

   ◯   Strongly agree

   ◯   Somewhat agree

   ◯   Neutral

   ◯   Somewhat disagree

   ◯   Strongly disagree

2. I am interested in receiving online feedback/guidance to deepen my learning about the topics from this series of workshops.

   Mark only one oval.

   ◯   Strongly agree

   ◯   Somewhat agree

   ◯   Neutral

   ◯   Somewhat Disagree

   ◯   Strongly Disagree

3. 1-day workshops are beneficial formats of professional development.*

   Mark only one oval.

   ◯   Strongly agree

   ◯   Somewhat agree

   ◯   Neutral

◯   Somewhat Disagree

◯   Strongly Disagree

4.   Multi-day workshops are beneficial formats of professional development.

Mark only one oval.

◯   Strongly agree

◯   Somewhat agree

◯   Neutral

◯   Somewhat Disagree

◯   Strongly Disagree

5.   Opportunities to collaborate with colleagues are beneficial formats of professional development.

Mark only one oval.

◯   Strongly agree

◯   Somewhat agree

◯   Neutral

◯   Somewhat Disagree

◯   Strongly Disagree

6.   Opportunities to touch base with a workshop facilitator/mentor are beneficial formats for professional development.

Mark only one oval.

◯   Strongly agree

◯   Somewhat agree

◯   Neutral

◯

Somewhat Disagree

○ Strongly Disagree

7. I enjoy attending professional development sessions of any kind.

Mark only one oval.

○ Strongly agree

○ Somewhat agree

○ Neutral

○ Somewhat Disagree

○ Strongly Disagree

8. I prefer to attend professional development given at my school.*

Mark only one oval.

○ Strongly agree

○ Somewhat agree

○ Neutral

○ Somewhat Disagree

○ Strongly Disagree

9. I prefer accessing professional development sessions/opportunities online.

Mark only one oval.

○ Strongly agree

○ Somewhat agree

○ Neutral

○ Somewhat Disagree

○ Strongly Disagree

10. I enjoy having the opportunity to reflect on my planning and lessons.

Mark only one oval.

◯ Strongly agree

◯ Somewhat agree

◯ Neutral

◯ Somewhat Disagree

◯ Strongly Disagree

11. I enjoy having the opportunity collaborate with colleagues when planning lessons.

Mark only one oval.

◯ Strongly agree

◯ Somewhat agree

◯ Neutral

◯ Somewhat Disagree

◯ Strongly Disagree

12. I enjoy having the opportunity to reflect on my teaching practice and discuss with a colleague or mentor.

Mark only one oval.

◯ Strongly agree

◯ Somewhat agree

◯ Neutral

◯ Somewhat Disagree

◯ Strongly Disagree

*These items were reversed scored in order to maintain consistency across all items.

Appendix C2

Professional Development Survey Sub-scale Questions

Value in collaborate with a colleague
- I enjoy having the opportunity to reflect on my teaching practice and discuss with a colleague or mentor.
- I would be interested in collaborating with a colleague from the workshop to deepen my understanding of the topics.
- I enjoy having the opportunity collaborate with colleagues when planning lessons.
- Opportunities to collaborate in a didactic process with colleagues are beneficial formats of professional development.

Value in collaborate with a facilitator/mentor

- 1-day workshops are beneficial formats of professional development.*
- Multi-day workshops are beneficial formats of professional development.
- Opportunities to touch base with a workshop facilitator/mentor are beneficial formats for professional development.
- I would be interested in receiving online feedback/guidance to deepen my understanding of the topics from this series of workshops.

Appreciation of Professional Development formats

- I enjoy attending professional development sessions of any kind.
- I prefer to attend professional development given at my school.*
- I prefer accessing professional development sessions/opportunities online.

* This item was reverse scored, to ensure consistency of agreement across all items in the survey.

Appendix D1

Teacher Knowledge of Reading Instruction Part 1: Definitions Task
Adapted from Kozak & Martin-Chang, 2019

In the first section, please define the concepts below to the best of your ability.
If you really don't know, you may write "I don't know".

Definitions

1. Phonemic Awareness

2. Literature Circles

3. Guided Reading

4. Matthew Effects

5. Round Robin

6.   The Simple View

_____

_____

7.   Sustained Silent Reading

_____

_____

_____

_____

8.   Print exposure

_____

_____

_____

_____

_____

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_____

Appendix D2

**Teacher Knowledge of Reading Instruction Part 2: Vignettes Task
Adapted from Kozak & Martin-Chang, 2019**

Below are a series of short answer questions. Please read them carefully and answer.

Vignettes

9. Mrs. Johnson is reading a novel with her fifth-grade class. She has each student read aloud, line by line, taking turns around the classroom. What do you think of this teaching practice?

    _____

    _____

    _____

    _____

    _____

10. Mrs. Johnson overhears her Grade 5 students discussing the Percy Jackson books at the lunch table. Her students seem very excited. She decided to show them the movie that week. What do you think of this teaching practice?

    _____

    _____

    _____

    _____

    _____

11. Mrs. Johnson dedicates about an hour a week to students reading and discussing various books, including popular graphic novels and books on the Children's and Young Adult bestseller lists. What do you think of this practice?

    _____

    _____

    _____

    _____

    _____

12.   Mrs. Johnson spends some of her English Language Arts instruction time working with small groups. For example, she takes a small group of students who are working at the same level and spends the time talking about specific reading strategies and reading texts that are appropriate for their level. What do you think of this practice?

13.   Over the years Mrs. Johnson has taught several grades. She has noticed that the best readers in Grade 1 seem to also be the best readers in Grade 6 and also to enjoy reading more for fun. What do you think about this observation?

15.   The teaching neighbour of Mrs. Johnson (Miss Kay) spends the majority of her Language Arts time reading a novel aloud to her class. Miss Kay says reading aloud allows children of all different levels hear the same book. What do you think about this practice?

Appendix E

Professional Development Workshop Satisfaction Survey

We have a very short, 6-question multiple choice survey (should take one minute) with some additional questions. If you would like to respond, please answer next to the questions below when you reply to this email. As before, the answers you provide will be added to a confidential data file, identifiable only by participant number. Please feel free to share your uncensored opinions. We are hoping to publish the findings of this work, which means it could carry far reaching influence on future professional development. We would greatly value your candor.

All questions refer to the *For the Love of Reading* workshop. Please place an X in the box indicating your response:

	Not at all	Very little	Somewhat	Very much	All the time/Absolutely
Q.1. Did you enjoy the workshop?					
Q.2. Have you discussed any of the workshop content with a colleague?					
Q.3. Have you spent time reflecting on the content since participating in the workshop?					
Q.4. Would you recommend this workshop to a friend?					

	Not enough	Too much	Perfect amount
Q.5a. Did you find there was enough time allowed for discussion during the workshop?			
Q.5b.Did you find there was enough content during the workshop?			

Appendix F

Workshop Intervention Slides Script :For the Love of Reading: What are we Doing Well and What can we do Better?

Slide 1

Slide 2

Slide 3

First thing is first though – if at any point you get disconnected, just click the link we emailed you to come back in. We're still learning and we're going to try our very best to make this work seamlessly so please bear with us!

We're going to walk you through some Zoom things first, in case you haven't done this before.

Mute your mics unless you have a question

We are planning to share a condensed version of our slides with you at the end

Slide 4

Welcome & Introduction … Get to know us
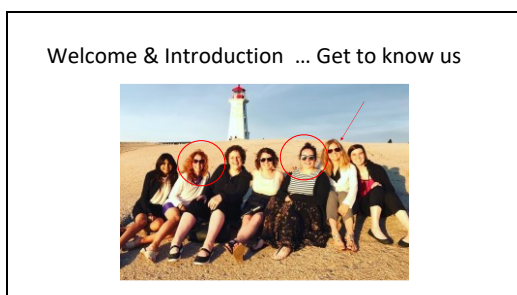
So given the extraordinary circumstances of this meeting, let's bring you a flashback of how things once were – outside, close to people… Actually, we took this picture two years ago at an international reading conference, where our lab presented 6 research projects. So these are some of the wonderful people in our lab and we all study different aspects of reading. Kelly and I are circled and the red arrow is pointing at Sandi, who is our academic advisor and captain.

Not to spend too much time on who we are and why we do what we do, but to give you an idea of why we're here: I'm a PhD student in my last year (hopefully) and I've always been interested in reading. I've always considered myself to be a reader, so it was logical that when I got to grad school, I picked reading. But I'm also deeply interested and passionate about teaching. So the bulk of my

research has focused on reading and teacher training.

My path to research is a little less conventional. I too have always loved reading, and I have always loved the idea on lifelong learning. After getting a degree in leisure studies I worked in that field before having children. I fell in love with teaching and after getting my teaching degree almost 10 years ago I knew I wanted to continue my education. Doing my Masters with a focus on professional development for teachers through a literacy lens was the perfect pairing.

Slide 5

Bridging the Gap: Theory & Practice

So the first thing we'd like to talk about is how as much as we want to teach you some things today, we also want to learn from you. You've been so kind as to fill in our surveys before hand, and also, in the spirit of honesty, we are totally learning about how to conduct this workshop online on the fly. We've taken a format and adapted to fit the circumstances, so please be patient with us while we navigate it all.

But really, we're as interested in learning from you as we are in teaching you -this is why we've asked you to complete all those surveys . We hear a lot about how teachers need more knowledge. Often times, people don't realize how much specialized content knowledge you need in order to teach reading. And there's no reason for that – there is a TON of work that's been done on content knowledge related to reading. So to give you an example – one of the most prevailing ones, In 2001, the National Reading Panel in the US summarized
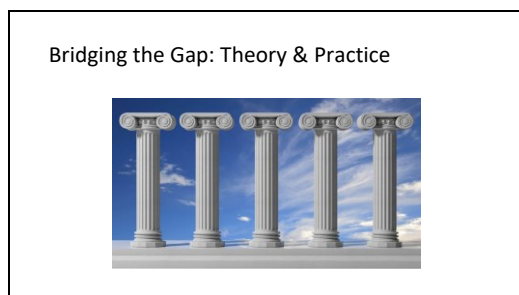
30 years of research in order to label a framework of balanced literacy instruction.

Slide 6

Bridging the Gap: Theory & Practice

Pillars of balanced literacy instruction:
1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Oral Reading Fluency
5. Comprehension Strategies

Shanahan, 2006

You may have heard of this before but if you have not, it's most likely because your teacher training programs and the textbooks that were used did not teach you. This is a prevalent issue especially in the USA – a lot of research that has been conducted in the field of reading doesn't find future teachers because the training programs show a disconnect – they either omit the information, or simply just don't know about it and thus don't teach it. We should say here that Canada seems to be doing a better job.

So we see a clear mandate within our jobs - to make sure that this knowledge trickles down into classrooms.
And we would like to emphasize here that TEACHERS are not the problem in this situation. Something happens between things like clinical experiments that show kids remember letters better when we use embedded picture mnemonics (Ehri & Shmidman) and the actual classroom setting. Sometimes it's because what a researcher does in a lab cannot be

replicated in classrooms. Sometimes it's because the information remains with researchers and they do not extend the work into real life classrooms. Nevertheless, we think that YOU the teacher are instrumental here and we want to be better about bridging that gap. Which is why we're here today.

So what you see here is one framework that we use to look at what teachers need to know about in order to provide balanced literacy instruction. We think of these as 5 pillars : Phonemic Awareness, Phonics, Vocabulary, Oral Reading Fluency and Comprehension Strategies. And those five pillars continue to be demonstrated as crucial in reading success for kids. And we will talk about some of this a little later. But it's staggering that the research side of education has all of these studies of evidence-based best practice and teacher training programs don't always teach them.

Slide 7
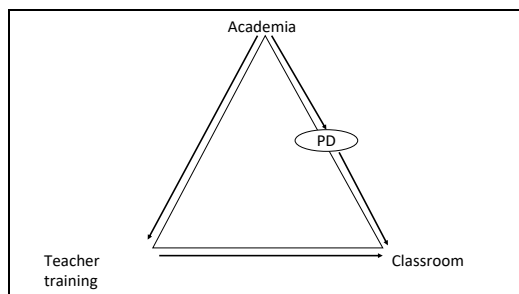
So the idea is, well, one way to look at it is that we would have a triangle relationship between research down in scientific settings (academia), the transmission of that into teacher training programs, and then expertly trained teachers go into classrooms and help kids reach the utmost of their potential.

And considering that, as we just talked about, that teacher training programs often fail to play their role here, if we miss that direct path from academia into training, then we, as researchers, should be mediating that failure via PD. The end goal is to take what research we have and implement it

into the classrooms via you as the teacher. Because after all, you're the instrumental piece in this. And academics, especially in educational research do not work in a vacuum, right? We study, for example, reading, because we think it is hugely important that kids are not just capable readers but also passionate readers. We're going to spend 3 sessions convincing you of that and how it works. But our end game is that your students will remember you as the teacher who showed them how to love reading. And we know that many kids (⅔ in fact) are reading at basic or below average levels (NAECP) and that's a problem. We also know that many teacher training programs in the US don't teach their teachers what we are teaching you to do. So our response is to schedule a PD workshop and show you what we do here.

Slide 8

Academia

PD

Teacher training

Classroom

But we think there's another part – we want to learn from you about what works and what doesn't work.
We are so lucky to be talking to you today about reading instruction– this part is often overlooked in research and it shouldn't be because we're talking about how to take the reading skill that we've taught kids and make it a habit, a passion, a part of identity. And for that, your experience with your students is invaluable.

So we're here to talk about reading and as many of you know, being a good reader does not necessarily make you a great teacher of reading. In fact, we know the opposite to be true. The better you are at something, the harder it can be to teach it. Have
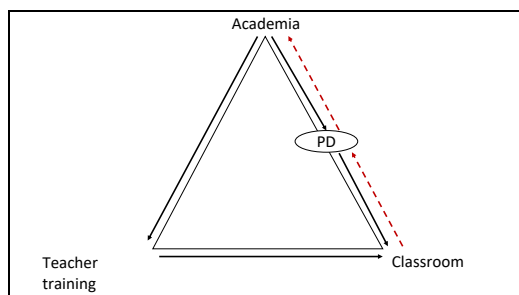
you ever seen a mathematician teach Grade 1 math? It's quite difficult to put yourself in the mindset of someone who doesn't know what is so automatic for you. So to get to where we're going today, we're going to lay some theoretical groundwork of how we think about reading.

Slide 9
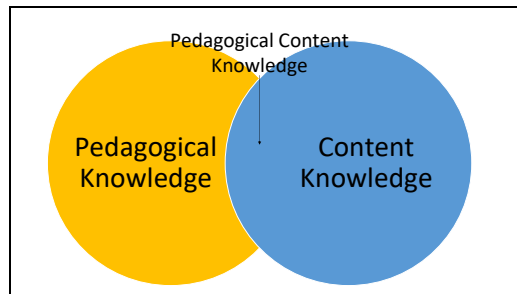
When we think about teaching, there are many factors that go into what and how we present what we do to our students. In the 1980s Lee Schulman developed 7 categories of knowledge that teachers need, to develop appropriate learning environments for their students. Today we are going to look at 3 of the most common.

First, we have pedagogical knowledge, and that would be the "how" of what we teach; concepts that are common across all subjects. Things like knowing how child development fits into how children learn, general teaching practices that are applicable to all teaching environments or situations, like classroom management and organization as well as practices like knowing what activities are appropriate for each age group, and how do we best meet the needs of individual learners?

We also have content knowledge – this is the "what" of what we teach. Specific knowledge about a given

topic. For example, having a deep knowledge about early numeracy concepts, or science concepts, and for reading teachers, how reading skills are developed.

The part that's tricky is the pedagogical content knowledge; its takes both the what and the how of teaching, to meet the needs of specific learners, within a specific content area. This is important for all subjects, and in particular for reading, because knowing how to read is not enough to teach it. And knowing what to teach isn't enough either. You have to know your students and where they are at developmentally, their strengths and weaknesses, as well as their interests as individuals to get them turned onto reading, especially if they struggle. When we're talking about PCK related to reading, we are talking about those 5 pillars that Stephanie talked about earlier: phonemic awareness, phonics, vocabulary, oral reading fluency, and comprehension strategies, but also about concepts like autonomy and competence, how to capitalize on a reader's interests, and how to develop deep processing strategies, and so much more.
Steph: transition to next slide

And research knows that when we do a better job by teachers and provide them with all of this knowledge, they do a better job teaching their students. And today we're here to talk about reading specifically. And I think we are all aware of the fact that teaching reading that it's not a simple, linear, straight-forward process. Reading is not about knowing that

there are 26 letters to the alphabet. It takes time and it's a complicated process and the needs of readers change depending on their skill level.

Slide 10

Reading development

"Being literate is a very different enterprise for the skilled first grader, fourth grader, high school student, and adult." (Snow et al., 1991, p. 9)

Viggo Mortensen reading Lord of the Rings: The Return of the King

So to use the worse of Catherine Snow, a very prominent researcher in our field:

Snow talks about this idea of reading development as a process because it is a different task for people in different stages at life – and in each of these stages, different kinds of support will be helpful - and those of you who have worked with kids of different ages will know this. We're going to show you some of the most prominent frameworks of reading development the show how the needs of early readers can differ slightly from the needs of more advanced readers - but both are critically important. When we do a good job making reading easy and a positive experience, we can also help kids to find enjoyment in it. And while all levels of reading are interconnected and interdependent, we do see a need for emergent literacy to focus more on decoding skills so that later instruction can target comprehension and fluency. So we wanted to give you a background of what happens or should happen before we target the

upper elementary grades. And this is important because of the consequences of getting off to a rough start in reading.

And the reason we are taking the time to talk about these theories is because we thought about our objective today. This is what good teachers do, right? We keep our objective in mind. You may have heard about the difference between learning to read and reading to learn (Chall, 1967).
We like to think of reading in a similar way, but one that respects the intricacies of learning how to read. Because reading is a really difficult task and the better you are at it, the harder it is to remember how much goes into it. So we're going to start with the simplest of frameworks, aptly named the Simple View

Slide 11

Reading development

- Gough's Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990)

Decoding × Language Comprehension = Reading Comprehension

It was first developed in 1986 by Philip Gough and William Tunmer. They thought about reading comprehension as the product of decoding skills and language comprehension skills.

Decoding is the ability to take letters of a page and turn them into spoken language. Language comprehension here is the language that people understand when it is spoken to them. If either of those is 0, then the outcome of reading comprehension is 0. That's why we have a multiplication symbol in between.

And this is important to us here today for several reasons: first, it is important for decoding skills to be solid and effortless. And that's what tends to happen in early literacy classrooms. BUT language
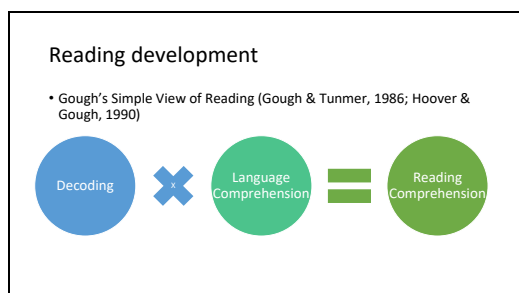
comprehension is integral as well. It's not as simple as one first and then the other – the importance, so the weight of each component is different depending on where a child is in reading development. It's a good way to look at reading comprehension because it shows that both skills need to be exercised in order for kids to be good at reading comprehension. And the way to exercise decoding is through phonemic awareness and phonics (so think back to those first two pillars) – explicit teaching of phonemes and graphemes and how they work together. But the way to exercise language comprehension is, once decoding has been acquired, primarily through reading.

Slide 12

Questions?

Barak Obama reading Duty: Memoirs of a Secretary at War

So unmute your mics now so we can have a quick conversation about this. Do you have any questions so far?

Slide 13

Ehri's Phases of Word Reading (2005a, 2014)

Pre-Alphabetic

Partial Alphabetic

Fully Alphabetic

Consolidated Alphabetic
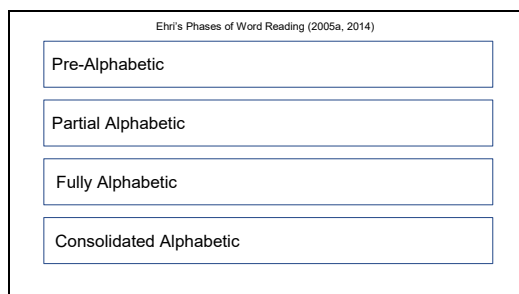
Another way to look at reading development is using Ehri's Phases of word reading, which was originally developed in 2005 and revised in 2014. We're going to walk through each of these and provide some examples.

Slide 14

Ehri's Phases of Word Reading (2005a, 2014)

Pre-Alphabetic: Logographic, no alphabetic knowledge

Partial Alphabetic

Fully Alphabetic

Consolidated Alphabetic
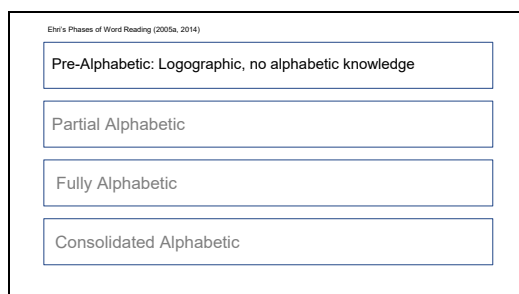
So the first phase is the pre-alphabetic phase, in which we see that the learner has very little alphabetic knowledge. What we mean by that is they have not yet learnt that letters, and letter clusters also called graphemes can be matched to sounds, or phonemes. They read logos, or images the same way whether or not they contain letters.

Slide 15

Ehri's Phases of Word Reading (2005a, 2014)

Pre-Alphabetic: Logographic, no alphabetic knowledge
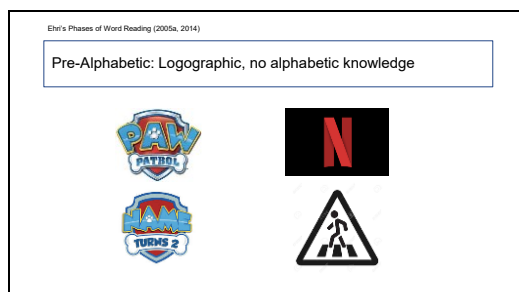
For example, children at this stage will read both of the Paw Patrol images here, the same. They would not be able to differentiate between the top and bottom pictures until they are in the partial alphabetic phase and will then begin to match the letter "P" with the sound /p/.

In a similar fashion, many children will recognize the Netflix logo and know that it stands for Netflix, but they will not however be associating the N

with the word Netflix – they just know that if they click on that icon they'll be able to watch Paw Patrol….. The same way they know that the picture here on the bottom means it's a designated place to cross the street.

Slide 16

Ehri's Phases of Word Reading (2005a, 2014)

Pre-Alphabetic: Logographic, no alphabetic knowledge

Partial Alphabetic: Begin to form partial connections between letters in writing and sounds in speech

Fully Alphabetic

Consolidated Alphabetic
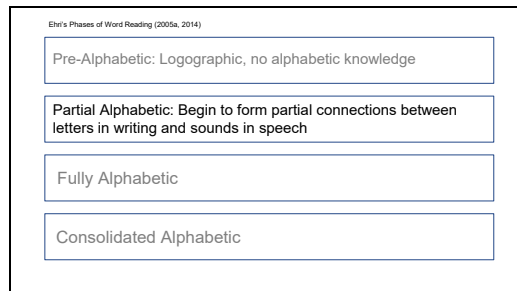
In the next phase, children begin to form partial connections between letters in writing and sounds in speech.

Slide 17

Ehri's Phases of Word Reading (2005a, 2014)

Partial Alphabetic: Begin to form partial connections between letters in writing and sounds in speech
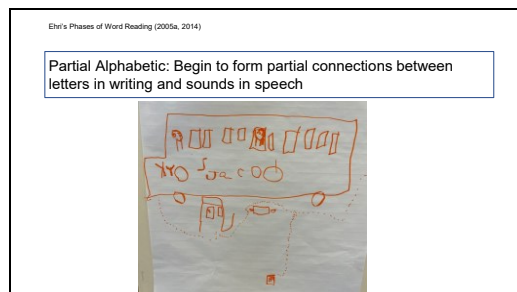
Keep in mind that Ehri talks about READING development – but that would be difficult to demonstrate to you, but we do have some writing samples to share because reading and writing are intricately linked.

We are going to show you three writing samples that all fall within this partial alphabetic phase. This first picture is a story about a little boy who is the bus driver- his name is Jacob and his friend in the passenger window is Kyo. You
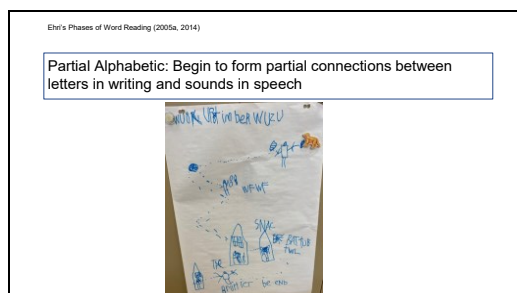
can see that he has written their names, and he was able to do this by coming from their desk nameplates. You can also see the letter "S" between the two names – that is the final sound in the word bus. Although Jacob has the letter b in his name, he has not consolidated that letter sound paring to know that the grapheme or the letter b, is the same sound in his name, and the representing symbol for the /b/ sound in bus.

Slide 18

Ehri's Phases of Word Reading (2005a, 2014)

Partial Alphabetic: Begin to form partial connections between letters in writing and sounds in speech
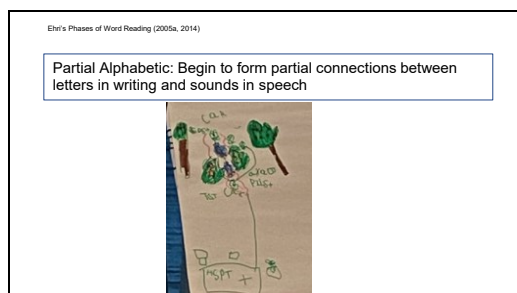
The second picture is a story all about an accident that happened with some cars. You can see that the word car is spelled accurately twice as is cast. The words police, accident, and hospital are all also partially spelled here. The "plus" sign near the word hospital isn't an extra /t/, but the symbol for 1st aid, which also demonstrates logographic writing as we just discussed in Ehri's first phase.

Slide 19

Ehri's Phases of Word Reading (2005a, 2014)

Partial Alphabetic: Begin to form partial connections between letters in writing and sounds in speech

The third image includes a full sentence at the top of the page which reads: Once upon a time there was…. This student is using knowledge of the alphabetic principle in his inventive writing. Once is written w-u-o (he crosses out p and u to continue next to it). He writes u-p-o and slides in the "n'. He leaves out the "a'" and writes t-i-m, omitting the "silent 'e', which at this stage developmentally is
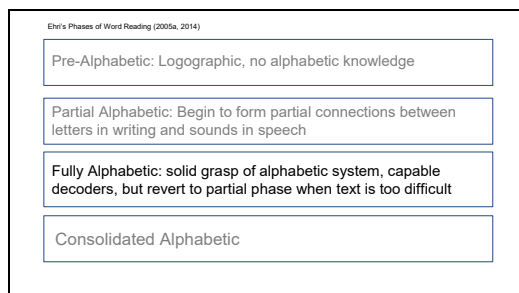
appropriate. He spells 'there' with the initial sound /d/, indicating that he needs to have this sound explicitly taught or reinforced for him. "was' is spelt exactly as it sounds, and the "u" that is used to represent /a/ is also completely expected, as the vowel sound that is heard is the schwa.

Other words in his story that we can read here are woof woof, snack, bathtub, tools, tag, brush teeth, and the end.

Each of these three samples show how being in the partial alphabetic phase can be represented in different ways, in a developmental range.

Slide 20

Ehri's Phases of Word Reading (2005a, 2014)

Pre-Alphabetic: Logographic, no alphabetic knowledge

Partial Alphabetic: Begin to form partial connections between letters in writing and sounds in speech

Fully Alphabetic: solid grasp of alphabetic system, capable decoders, but revert to partial phase when text is too difficult

Consolidated Alphabetic

Once children have a solid grasp of the alphabetic system and start becoming capable decoders, they are in the fully alphabetic phase. In this phase a bank of sight words is also being built and stored in memory; many familiar words become sight words.

Slide 21

For this sample, this student's first language is French and the grammatical structure of this piece of writing demonstrates that. Much of her spelling follows the conventions of the alphabetic system however two words are evidence of areas that she still has yet to consolidate: now vs. know at the beginning of the 3rd sentence of the 1st paragraph, and the spelling of the word whipped – spelt wipte on the 5th line of the second paragraph. She has appropriately included the /t/ sound and the end of the word, because that is what she hears. Not all rules and patterns of spelling have been consolidated and the student is still using some partial alphabetic skills to write (read).

Slide 22

And then finally, when they are fluent and efficient readers, they find themselves in the consolidated alphabetic phase. Here, learners have a large bank of sight words, their knowledge of spelling patterns increases thereby allowing knowledge of one word to aid in the decoding of other, similarly constructed words. This also facilitate the decoding of multisyllabic and unfamiliar and irregularly spelt words.

Slide 23

Ehri's Phases of Word Reading (2005a, 2014)

Consolidated Alphabetic: fluent, efficient readers

ZOOS

In class we read a book called zoos. From Anthony browne.it is about a family that goes to the zoo.

I think that the author is trying to tell that some zoos are bad and some zoos are good.I think that he is trying to inform us on zoos.And how cruel some zoos are.I saw a picture in the book when the humans were banging on the orangutans cage.And the orangutan didn't do anything it just sat in the corner.

My connection to the story is when I went to the zoo with my friend and my sister.We went to go see the animals they were not having fun they didn't have any shade and it was a hot day. And people were whistling at the animals.Just Like in the story when the humans were yelling at the orangutan.

Evelyne

This is a sample of an end of Grade 4 student's writing. While there are some errors with the mechanics, this student has spelled irregular words such as cruel, whistling, and orangutans correctly.

Slide 24

Ehri's Phases of Word Reading, 2005a, 2014

The steps of learning to read are referred to as phases because there may be overlaps in development, and mastery of one phase is not necessary for movement into the next, as we saw in several of the writing samples. Skills within one phase build across each other, and skills from one stage to the next are used to scaffold the subsequent phases' skills. For example, in the partial-alphabetic phase, as a learner's knowledge of letters and development of phonemic awareness both increase, they build on each other to reinforce skills within that phase. As these skills develop, that aids in developing and strengthening the sight word skills of the next level, the fully-alphabetic phase.

Like overlapping waves on a beach, with each repetition, and each new exposure to a sound, or to a spelling chunk, new mapping and meaning for that phase is made stronger, and the next phase begins to be built.

This development happens on a word by word basis; names are consolidated

quite quickly, but even adults go back to decoding when we encounter words we don't know. So in other words, the difficulty of the text can nudge readers back a phase.

Steph's transition
Now Ehri has a pretty comprehensive progression of learning how to read, but there is another way to look at it, and that is Alexander's Lifespan Developmental Perspective. Don't be super alarmed when I flip the slide.

Slide 25

Alexander's Lifespan Developmental Perspective, 2005)

Stages of Reading Development
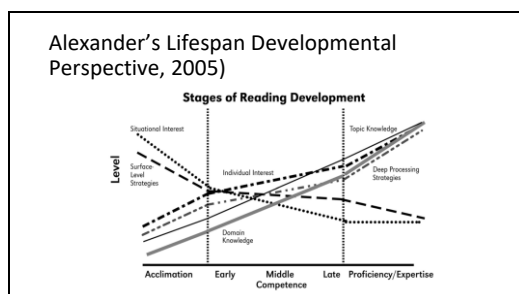
Initially, I was just going to start with this but looking at this almost drove me to drink, so let me unpack it

Slide 26

Lifespan Developmental Perspective (Alexander, 2005)
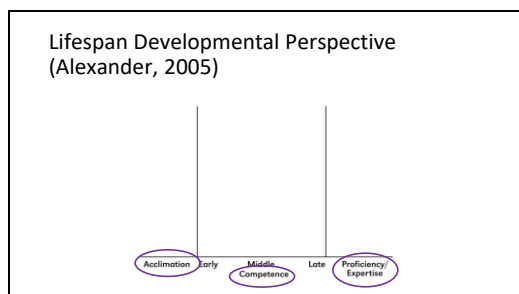
In Alexander's model, she proposes three general stages that readers progress through during a lifetime: acclimation, competence, proficiency/expertise.
Acclimation: e.g. grade 1
Middle competence: eg. Upper elementary
Prof/exp: adults

In acclimation, readers are still figuring out how it works, in the competence stage they've started figuring it out and are functional readers, and in the final stage, they are proficient, expert readers. So it

really follows all of these other reading trajectories, where there is a beginning, an intermediate stage and a proficient, expert final stage.

And another the reason that this model is interesting is that it also looks into how reading development still occurs in adulthood. Alexander calls reading a womb to tomb development.

Within these three stages, she suggests that there are 3 areas that interact with each other to produce six profiles of readers: knowledge, interest, strategies – we will explain each one briefly.

Slide 27

Reading development (Alexander, 2005): Knowledge
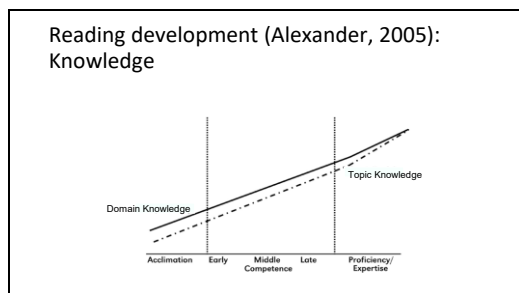
Knowledge here can either be domain specific (so the mechanics of reading) or topic knowledge (the content that you're reading). And as readers progress through the stages, both of these knowledge levels should increase over the lifetime – decoding ability and knowledge about what you read.

Slide 28

Reading development (Alexander, 2005): Interest
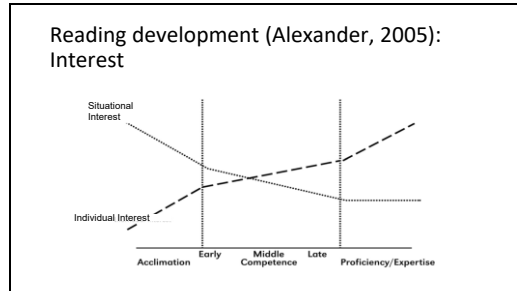
Interest in this view is either individual or situational.

Situational interest is temporary - it's a momentary interest in something very specific; individual interest by contrast is a deep-seated investment and involvement. So if think about reading, we can see that individual interest is something that should increase over time. Initially, when kids are learning how to read, they might pick up a book because they have an interest in the subject - and that is important because reading is a skill that improves over time. But as people get older and mature in their reading skill, we would like to see people pick up books because they are interested in the pursuit of reading. So while situational interest is very important in the beginning, it levels off over time and we hope that individual interest increases to maintain the trajectory of reading development over a lifetime.

That intersection here in the middle is what we call the 4th grade slump sometimes - that's where situational interest isn't enough anymore in motivating kids to pick up books - we want readers to be individually interested in READING, not just in subjects, and that will be instrumental in their development into expert readers.

Slide 29

Reading development (Alexander, 2005):
Strategies
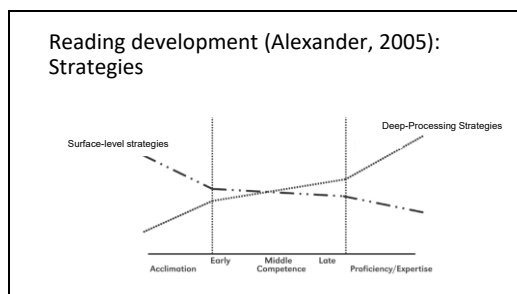
And then finally, reading strategies can either be surface level (like comprehension monitoring) or deep-processing (like connecting two texts to each other), and on each of these areas, there tends to be a shift over the lifetime. So we would like to see a shift from surface to deep strategies as time goes on.

So to give an example, younger readers will likely rely on the text to get to meaning - they will be decoding and using basic strategies like monitoring comprehension as they go to ensure they are getting to the meaning of the text. But as the development of a reader progresses over the lifetime, we would see that the way they process text is more sophisticated. Rather than processing at the surface of text, they're doing things like connecting texts to other texts, or thinking about the meaning as a whole and going deeper.

Slide 30

Reading development (Alexander, 2005)
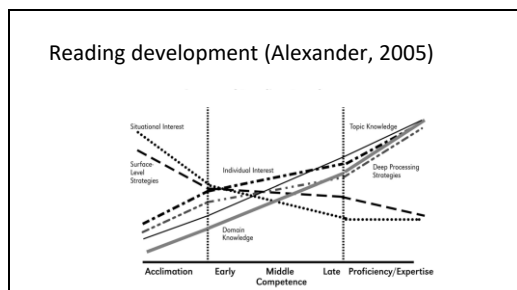
So it gets messy when you put it together, but it really does align with all of the other reading development models. And the reason we wanted to show this to you is because overall, Alexander suggests that this more nuanced view of reading development offers different profiles of readers as opposed to just "struggling" and "good", or "poor comprehenders".

That means that this model provides teachers with more specific areas of where they can nudge readers along a certain trajectory. For example, interest can be met by offering different choices of reading materials, strategies can be taught and modeled, knowledge can be increased.

But also, this view of reading respects that it develops over the life-time – readers are always progressing, so it's never too late to get into it.

Slide 31

The Matthew Effect
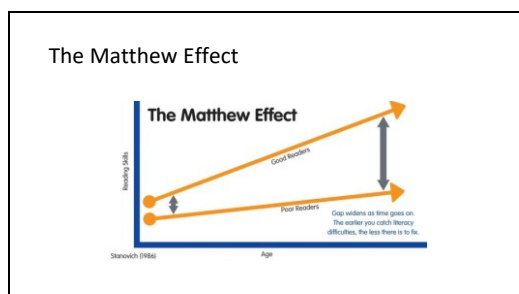
So we looked at the early concepts about reading; the foundational building blocks if you will, that get students on the right path to reading. We looked at the five pillars of balanced literacy instruction, the importance of having strong content, pedagogical and pedagogical content knowledge, as well as how reading develops according to three researchers, Gough, Ehri, and Alexander.

The reason we need to start with reading development, is because of the Matthew Effects.

Students who have some success or who are really good at reading, and who are motivated to choose reading in their leisure, are going to practice more often, and get better at it faster. On the contrary, the kids who need more explicit instruction, struggle to read and who haven't been well-matched to their reading material, are less likely to choose to read in their spare time, and get less practice. This is called the Matthew Effect: the rich get richer, the poor get poorer. We

should mention that in the beginning, that initial difference between "good" and "poor" is tiny. But as time goes on, the divide been the two groups gets larger and more difficult to close. If we think back to Ehri's phases, we can understand how important it is for those early building blocks to be learnt, so that a strong foundation prevents situations where the Matthew Effects might occur. Poor readers don't get exponentially worse, but the gap does get bigger.

Slide 32

> ### The Matthew Effect
>
> Marilyn Monroe reading Ulysses
>
> • Lasting effects of difficult reading acquisition (Stanovich, 1986)
>
> "Children who lag in reading in 1st grade but catch up by 3rd or 5th grade have a good prognosis for their level of future reading engagement." (Cunningham & Stanovich, 1997, p 942.)

So, the Matthew Effects can sometimes be interpreted to paint a dire picture, but the good news is, those late bloomers can still catch up. And getting them reading and building their vocabularies and declarative knowledge through exposure to print is key. In one study that looked at children's reading acquisition in grade 1 and then again in grade 11, a strong relationship was found between children who acquired reading early on, and their likelihood to engage in reading in grade 11. The good news is that the same study found that even children who were reading by 3rd and 5th grade showed an even stronger likelihood to be readers in grade 11. To quote Cunningham and Stanovich "Children who lag in reading in 1st grade but catch up by 3rd or 5th grade have a good prognosis for their level of future reading engagement."

The take-away that we want you to leave with about the Matthew Effects, is that with solid teaching, every child will meet his or her max potential, which is what we are wanting for all our students.

And one valuable weapon we have in this trajectory, is print exposure.

Slide 33

> **What is print exposure?**
>
> • Reading done for pleasure, outside of school
>
>
>
> David Bowie reading a book about Francis Bacon

What is print exposure?

You might wonder why we would be talking to teachers about reading for pleasure? Fact is, teachers carry great influence
Teachers might be the only influence in whether or not a child develops a love of reading, so you need to be a good one, and need to know who your students are, where their interests lie, and also have a broad knowledge of texts for your students. And we will talk about this in a little more depth when we get to reading motivation.

But for now, let's talk about why print exposure matters.

Slide 34

Benefits of print exposure

- Makes you smarter (Cunningham & Stanovich, 1998)
- Reading related skills (Cunningham & Stanovich, 1991)
- Cognitive skills (Sparks, Patton, & Murdoch, 2014)
- Socio-emotional skills (Mar, Oatley, Hirsh, dela Paz, & Peterson, 2006; see Kozak & Recchia, 2018 for review)

Read slide.

Research over the last thirty years and more has shown that people who have higher levels of print exposure, so people who read more for pleasure, are just smarter people. We're going to go over these one by one because these are big statements and I want to explain to the best of my abilities why it's a worthwhile enterprise for you to promote reading as this great fun thing in your classrooms, and maybe, I'll convince those of you who don't think of themselves as big readers to pick up something fun.

Slide 35

Reading for pleasure makes you smarter

- Higher levels of declarative knowledge (Stanovich & Cunningham, 1993)
- Cortical thickness (Goldman & Manis, 2013)
- Cognitive fitness (Merga, 2017)
- Longevity (Bavishi, Slade, & Levy, 2016)

LeVar Burton

Steph
So saying that reading makes you smarter is bold claim to make. How do we define smart? What about smart people who don't read a lot? It's a big statement to unpack and it could be a whole workshop in and of itself, but here is some empirical evidence that supports the claim I'm making.

Declarative knowledge is the kind of thing that helps you do well on pub quizzes. So to give an example, I have never seen a lute in my life. But I know it has 15 strings because Kvothe the Kingkiller plays one in Name of the Wind. It makes sense that people who read about many things pick up little tidbits of knowledge as they go.

And we know the cognitive act of reading has impacts on the brain. Not only does reading seem to actually change the shape of the brain by making the cortex thicker, it also seems that people who read more are cognitively fitter into older age – for

example, reading a lot of pleasure can stave off the effects of cognitive decline.

And interestingly, some research indicates that people who read a lot for fun tend to live longer. Obviously, this is all correlational in nature, but these are just four of the many many papers that research how reading impacts the brain.

Slide 36

Reading for pleasure and reading ability

• Vocabulary (Cunningham & Stanovich, 1991)
• Spelling (Stanovich & West, 1989)
• Reading comprehension (Acheson, Wells, & MacDonald, 2008)
• Reading fluency (Martin-Chang & Gould, 2008)
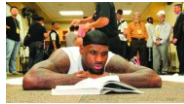
LeBron James reading

Now, this is probably less of a contentious statement. Because after all, reading is a skill and what do you do to improve a skill? Practice. So it makes sense that people who do MORE reading become better at it. We know that initially, vocabulary helps kids read, but then, reading helps kids acquire vocabulary. We know that reading makes you a better speller because everytime you're exposed to a word in reading, you learn the spelling. We know that people who are efficient at navigating text are better at getting at the deeper meanings. We know that more practice with reading makes you faster and more accurate.

It's like how playing hockey will make you a better ice skater.

Slide 37

Reading for pleasure and social understanding
• Theory-of-mind (Mar, Tackett, & Moore, 2010)
• Empathy (Aram & Aviram, 2009)
• Mentalizing (Boerma, Mol, & Jelles, 2017)
• Moral laboratory (Black & Barnes, 2020)
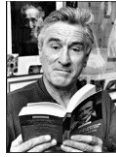
Robert De Niro reading a book about Edgar Allen Poe

Steph

Kozak & Recchia, 2018

It makes sense that reading develops reading skills – like sport. But something that's cool is that reading also develops social understanding.

Like George R R Martin says, " A reader lives a thousand lives before he dies. The man who never reads live only once."

The human experiences you get to experience by proxy makes you better at human experience in general. We think that this is related to transportability – when a book is really good and as a reader, you get super absorbed into it, so you almost live in the pages for a few hours, and lets you feel what the characters feel seems to impact social understanding. And what's interesting about this is that we see this relationship only with fiction, which we will get to in just a minute. But books let us experience things that we might never get to experience in real life – fun things like shopping at Hogsmeade, but also more serious things, like fighting for survival in Panem. Books let us live other people's lives for a few pages, and the richness of that experience seems to transfer into "real life".
So when we use the term social understanding, we can look at it in terms of theory of mind (which is perspective taking), empathy (so feeling the feelings of others), or mentalizing which is the process by which we makes sense of each other and ourselves by being attentive to

the mental states of others. And books also teach us something about morality - we tend to learn from books about what good and moral behavior is, and we see this especially in YA fiction.

 And we will get back to this in a little while, but regarding all of the benefits you see here, we're actually talking about fiction.

Slide 38

How is print exposure measured?

• Self-report diaries or rating scales (e.g. Schaffner & Schiefele, 2016)
• Counting books in the home e.g. (Boerma, Mol, & Jelles, 2017)
• Author Recognition Test (Stanovich & West, 1989)

Barack Obama

So you might be wondering how we can make big claims about how much people read. Like, do we stalk you over the course of your lifetime and count the number of books you touch? Almost! Sometimes we use self-report diaries, or rating scales, sometimes we just count books, and sometimes we get people to fill in the ART, which you just did. In the ART, we ask you to check off the names of people you recognize to be authors, We should say here that it SOUNDS like there are a million reasons why this checklist thing shouldn't be the best of these measures, but it seems to in fact be that way.

And you might have noticed that the list contains authors of popular fiction — so we're not assessing how familiar you are with like, niche literary authors.

Slide 39

> ## What should we be reading?
>
> • Whatever is FUN and immersive
> • Research suggests that it is high-quality fiction that has an edge over other types of books (Kidd & Castano, 2016; Mar et al., 2006).
>
> Stephen King

As we just mentioned, especially when it comes to social understanding skills, fiction and non fiction seem to have different effects on readers. We know that when measuring print exposure by familiarity fiction and non-fiction authors, people who seem to read more fiction show better social skills than people who exclusively read non-fiction.

And even within that grouping, some research indicates that the quality of fiction matters (Kidd & Castano, 2016).

But the most important part of this is that whatever you read should be fun and pleasurable. Whether you read fiction or non fiction, it doesn't matter – it's words in, and it's exercising reading skill.
That said, we do find when there is enjoyment (transportation, emotional involvement), we see that reading differentially affects language outcomes and personality measures

When Kelly and I were preparing this, we got into a whole conversation about how guilty we feel when we're reading for fun, instead of reading papers or textbooks, and then we had a moment of wait a second. That's NOT TRUE. It's classic displacement theory – time spent away from one thing is time spent on another. So time spent on laundry is time spent away from cleaning the kitchen, time spent on corrections is time spent away from lesson planning. That's just what happens when you have only 24

hours in a day. However, we shouldn't feel guilty about reading for fun.

And what's so fun about this is that we all like such different things. Any volunteers to tell us about the last book or two that you enjoyed? We're taking time to talk about your reading interests and habits because it actually matters for teachers.

Slide 40

Reading for pleasure and teachers

- Teachers who prioritize reading plan for more best practice instruction (McKool & Gespass, 2009)
- Preservice teachers who are more familiar with Young Adult fiction authors plan for more hands-on reading instruction (Kozak & Martin-Chang, 2019)

Robert Pattinson reading Water for Elephants

It's not just kids that should be encouraged to read a lot for pleasure. We have observed a positive effect of reading for pleasure in teachers. Specifically, you guys! Teachers who value reading in their own lives tend to plan for more best practice instruction. We also have observed that preservice teachers, who like reading, especially those who like reading the same kinds of books that their students might read tend to plan for more hands-on reading instruction.

We argue therefore that print exposure falls under the same umbrella of teacher knowledge as phonemic awareness and phonics does. Knowledge about print exposure can impact classroom instruction just like knowledge of basic language structures can. Teachers who know more about print exposure, and who have higher levels of print exposure plan for more hands on reading instruction.

It's a double benefit because when you get kids reading, you're giving

them all of these positive things we just talked about. Some kids will come into your classroom and tell you about their favourite books. Others will come in and say that they don't like reading. We know that picking a class novel that everyone will like is near impossible. But you can do a good job choosing a book most kids will like – and the best way to go about that is to read what your students like to read. And we will talk more about that in the next session. The point is that when you do a good job choosing books or directing kids to books they will like, you're doing something that's really good for them. They are increasing their Comprehension, their Reading Fluency, their Vocabulary, their Spelling, their phonological abilities, their general knowledge, and they are getting better at reading. You have the power to influence what children think of reading.

Kelly:

So to summarize

We know that kids are primed to learned to read when they are young; phonological awareness development in the toddler and preschool years is optimal. All the sing-song nursery rhymes and word-play poems are a natural way for kids to develop their phonological awareness, which is a building block of reading and spelling. While some children pick up phonological awareness more easily than others, it needs to be explicitly taught. and although we don't have time to expand on the topic here, we wanted to touch on it, to emphasise that it is an auditory skill, one that is said, can be taught and learned in

Slide 41

What does this mean for teachers?

• Early start in reading is important
• When they struggle, intervention is important
• Being skilled at reading makes it more fun

Bill Gates

dark. We also want to emphasise that kids come into school with varying levels of phonological awareness skill, so it's a teacher's job to level the playing field in the earliest years of schooling.

Today's classrooms look very much different from the classrooms 20, 30 and 40 years ago. The level of reading instruction was much more homogenous in schools where weak students were put into 'spec ed' classes, for example. Today, we see classes where in grade 6 there may be a range of readers: from those who are fully accomplished, decoding and comprehending texts far beyond their grade level, to kids who struggle to decode the simplest texts. It used to be that an upper elementary teacher's mandate was to develop comprehension strategies and widen their students' exposure to literature, and the learning-to-read piece was done at the primary level. But today teachers at all levels need to have a foundational knowledge of how children learn to read, and how to intervene regardless of the grade level. We need to be taking a much more developmental approach to teaching reading and intervention.

As demands of reading are increased through the grades, those 'switched-on" kids pull ahead of the ones who struggle. This is where it's important for teachers to really know their stuff. If the kiddos who have been getting good teaching are still not picking up the phonological awareness and other foundational skills, teachers need to be able to identify where the gaps are

happening to target their intervention. If this sounds a little familiar to you - this is exactly what we were talking about when we told you about the Matthew Effects. In the beginning, the difference might be quite small, but intervention is crucial in making sure that this gap doesn't widen.

Slide 42

The role of teachers

"[Children] may never discover the relevance of reading without others to illuminate the way or model their own passions and personal investment in [reading]." (Alexander, 2005, p. 431)
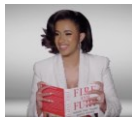
Cardi B reading Fire and Fury

Kelly:

So in continuing our discussion about the role of teachers, beyond teaching and developing foundational skills, we also think that the teacher can play a pivotal role in guiding children down a path of becoming a reader. Alexander states:
Read quote

We will come back to this, but as we have said, and it will be a recurring theme over the course of these sessions, the influence that teachers have on students, and their development of identity as readers, is significant.

So now we are going to do an activity that we hope will make this notion tangible.

Teacher metaphors: some are gardeners, some are guides, some are drill sergeants, but when it comes to reading, we think that the role of the teacher is to shine a light down the path, to invite children to go down that road with them, to discover

together, to introduce new friends (characters)

Slide 43

Quickwrite

2-minute writing exercise

Emma Watson

So we did this activity with a group of pre-service students and found it to be a really rich experience. In a moment we are going to send you a link to a google form in a chat. We are asking you to complete a quick write on a topic listed on the Google form. We will time you but we don't want you to worry about grammar or spelling, just get your thoughts on paper. We'll do this three times, with three separate prompts and then have a discussion about what you wrote, if you want to share.

https://forms.gle/HHkbX2K1DwYLuXgM6

Slide 44

> **Quickwrite**
>
> • What do you remember about the reading instruction you received in your own school years?
>
> • What are you doing the same as your teachers?
>
> • What are you doing differently from your teachers?
>
> Emma Watson

We want you to think about your own school years – especially reading related memories

- ● What do you remember about the reading instruction you received in your own school years?
  - ● What are you doing the same as your teachers?
  - ● What are you doing differently from your teachers?

Slide 45

> **Why do we care about your reading history?**
>
> • Preservice teachers who described themselves as unenthusiastic readers cited unenthusiastic teachers and uninteresting material in the schooling years as a reason (Applegate & Applegate, 2004; Applegate et al., 2014; Nathanson, Pruslow, & Levitt, 2008)
>
> Chris Hadfield

Steph

Why are we asking about your experiences? Why are we teaching YOU about this? Who are you guys? You carry infinite power in shaping what your students learn and like and take from school.

Applegate & Applegate, 2004; Applegate et al., 2014, Nathanson; Pruslow, & Levitt, 2008

Slide 46

> **Peter Effect**
>
> One cannot give what one does not have (Applegate & Applegate, 2004; Applegate et al., 2014; Binks-Cantrell, Washburn, Joshi & Hougen, 2012; Nathanson, Pruslow, & Levitt, 2008
>
> George Harrison

We call this the Peter Effect, and it basically is a way of summarizing the idea that one cannot give what one does not have and we use it to refer to teacher knowledge – you cannot transmit knowledge that you don't have. I cannot teach you about physics because I decidedly do not have the knowledge. And in the research, we find that this is true for reading – both in terms of pedagogical content knowledge and content knowledge, but also when we talk about an excitement or passion for reading.

We're going to level with you for a moment - we had planned for a whole bunch of interactive activities, and we're trying our best to still incorporate most of them. But we had planned to come back at you after a lunch break with an activity.

Slide 47

Part 2
For the Love of Reading: What we Are Doing Well, and What We Can Do Better

READ
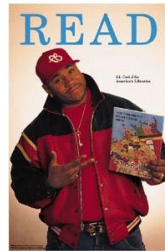
Slide 49

Insect flight is a complex behavior that requires the integration of multiple sensory inputs with flight motor output. Although previous genetic studies identified central brain monoaminergic neurons that modulate *Drosophila* flight, neuro-modulatory circuits underlying sustained flight bouts remain unexplored. Certain classes of dopaminergic and octopaminergic neurons that project to the mushroom body, a higher integrating center in the insect brain, are known to modify neuronal output based on contextual cues and thereby organismal behavior. This study focuses on how monoaminergic modulation of mushroom body GABAergic output neurons (MBONs) regulates the duration of flight bouts. Octopaminergic neurons in the sub-esophageal zone stimulate central dopaminergic neurons (protocerebral anterior medial, PAM) that project to GABAergic MBONs. Either inhibition of octopaminergic and dopaminergic neurons or activation of GABAergic MBONs reduces the duration of flight bouts. Moreover, activity in the PAM neurons inhibits the GABAergic MBONs. Our data suggest that disinhibition of the identified neural circuit very likely occurs after flight initiation and is required to maintain the "flight state" when searching for distant sites, possibly related to food sources, mating partners, or a suitable egg-laying site.

Manjila, Kuruvilla, Ferveur, Sane, & Hasan, 2019

We were going to put you guys on the spot. I was going to say: okay, everybody, we're going to take turns reading this paragraph sentence by sentence.
Sandi, our advisor was going to read the first one - and she was literally practicing reading this sentence out loud weeks ago. Kelly was going to read the next one, I was going to read the third and then I was going to point at someone random in the room and say YOU. You read the next sentence. And then we'll go clockwise.

Now, to do this, we had to pick a difficult text because we're all pretty good readers, but I don't know how many of you are familiar with drosophilia flight patterns and neuro-modulatory circuits. If you are, please explain. But this should be making think of a few of things we already talked about: the importance of language comprehension and decoding ability in reading comprehension; the level of difficulty of a text.

Why would we do that? Would ANYBODY be happy if we did that? (Unmute for discussion).
Kelly

So we were never going to let that continue onto the group here. But what we did want was for you to maybe experience what some readers experience when they are placed in the situation of having to read without first having the chance to rehearse the text.

While Stephanie was explaining the activity to you did any of you feel good about was about to happen? Do you think you would have had feelings of anxiety of the thought of being selected? Would you have tried to gauge when your turn might come around? Would you have been attending to the message of the text? Or would all of your cognitive load been taken up with anxious thoughts and estimating when it would be your turn to read? At best you were able to follow along no problem, but having to listen to one of us butcher some of the more complicated words might
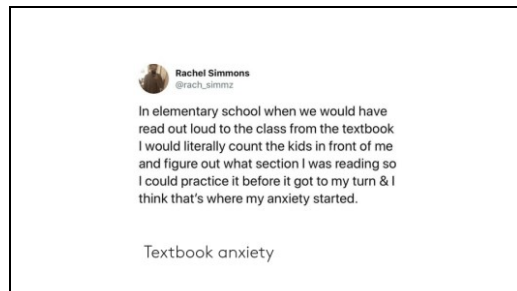
Slide 50

Round Robin Reading

How did that make you feel?
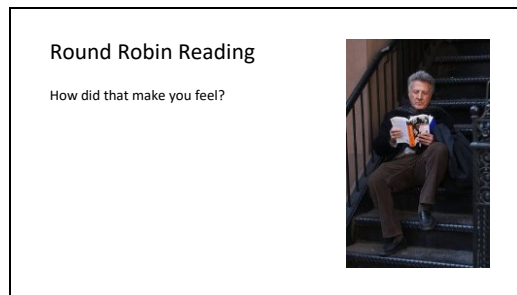
have been enough for you to either read ahead on your own, or daydream. In either case, not a lot of engagement is taking place here.

Slide 51

Rachel Simmons
@rach_simmz

In elementary school when we would have read out loud to the class from the textbook I would literally count the kids in front of me and figure out what section I was reading so I could practice it before it got to my turn & I think that's where my anxiety started.

Textbook anxiety

Here's a quote someone wrote about reading an unrehearsed text aloud: Kelly READ slide:

We're going to talk about round robin reading shortly, but this is just a little demonstration to show you how much power teachers can carry. This is true in general, but also for specific subjects. A good teacher can inspire a student to pursue a career in teaching, a good science teacher can create scientists, and a good teacher of reading can inspire readers. Conversely, you can make reading horrible for students, and that makes them less likely to choose reading as something to do in their free time.

So why as teachers would we care what students do in their free time? (Answer: print exposure)

Slide 52

Why do we hate round robin reading?

- Negative affect
- Low comprehension
- Poor models

Kevin Durant

Hate is a strong word because, ultimately, why we understand the reasoning behind why teachers would do this – it seems like an easy way to assess reading fluency, and we might be led to think that everyone is paying attention because each student has to read and know where they left off. But we find that none of these benefits are true.

Kelly
So if we aren't using RRR then what ARE we doing? It has been my experience across grade levels that kids in general enjoy readers theatre and choral reading, which isn't print exposure related per se, but it would be a good alternative to round robin reading. The benefit to both these activities is that differentiation is built-in; reluctant participants can be paired with stronger readers for good modeling, can be provided with lots of opportunities for practice, and can also rely on memory strategies come 'performance' time after repeated readings. Stronger readers can be given longer, more difficult parts, and weaker readers can be given text that is more appropriate for their level. Passages or roles can be re-written to accommodate individual students, and roles can be shared among 2,3, or more students. It is important to keep in mind that as with any literacy activity, the appropriateness of the text is essential. If a student can't read the text, the activity isn't appropriate. I've heard comments from teachers who have seen these activities being conducted with non-readers, and I wanted to make that explicit.
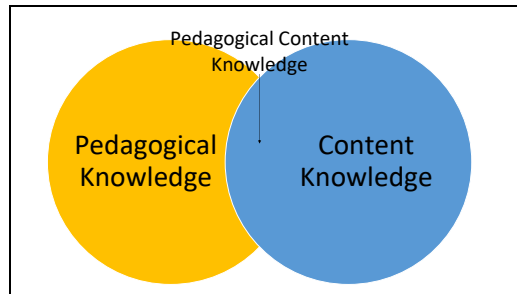
A fun twist on these activities could be for students to write their own piece of theatre as a project, either in language arts, or in collaboration with the drama, science, or social science teacher, for example. Content about New France could be written into a short script for students to act out for their peers or school. This is cross-curricular learning that reinforces language skills while building content knowledge and vocabulary – all factors that contribute to comprehension. If we think back to the slide about pedagogical content knowledge, this is where knowing what to teach, and how to present it to students comes into play. Thinking about round robin reading, we know that having children read out loud, from a text that is unfamiliar to them, is not a good application of what we know about the what and how of teaching.

From a content perspective, we know that each learner needs practice with texts specific to their ability to scaffold development of their reading skills. We also know from a pedagogical perspective that depending on where the student is with regard to knowledge, interest, and strategies, as Alexander discusses, we will need to know what that will look like for the students in our class, at this point in time. We also know from our own experiences how it feels to be put on the spot, for any skill or situation, frankly, but especially to read out loud in front of a group, a from an unrehearsed text.

Slide 53

Pedagogical Content Knowledge

Pedagogical Knowledge

Content Knowledge

Slide 54

Reading motivation

Russell Westbrook

Steph

So we've mentioned reading motivation casually throughout and it seems pretty clear – I think everyone knows how it feels to be motivated and how it feels to lack motivation. But what exactly does it mean?

What does it mean to you? How does it translate into teaching for you?

You can find a ton of slightly different definitions in the scientific literature or textbooks – and the people who wrote the following definition have had the same experiences. So they took all of the papers they could find on it, and synthesized them to come up with one definition.

Slide 55

Reading motivation (Conradi, Jang, & McKenna (2014)

"The drive to read resulting from a comprehensive set of an individual's beliefs about, attitudes toward, and goals for reading." (p. 154).

So it's the why someone choose to read.
But in psychology, we distinguish between intrinsic and extrinsic motivation.

Slide 56

Reading motivation (Conradi, Jang, & McKenna (2014)

"Intrinsic motivation is the drive to read for internal purposes, such as deriving pleasure, attaining personal goals or satisfying curiosity." (p. 154)

Slide 57

Reading motivation (Conradi, Jang, & McKenna (2014)

"Extrinsic motivation is the drive to read for external purposes, such as rewards or recognition." (p. 154)

Whereas....

And if we're honest about it, most reading you assign to your students will be rooted in extrinsic motivation because they HAVE to do it.

But… there is another view of reading motivation that we find a little more useful for teachers. It still differentiates between intrinsic and extrinsic motivation, but it breaks extrinsic motivation into 4 separate categories, like a spectrum, with one being close to intrinsic motivation and one being close to amotivation, so the absence of motivation to read.

Slide 58

Why is reading motivation so important?

• Self-determination theory (Ryan & Deci, 2000)
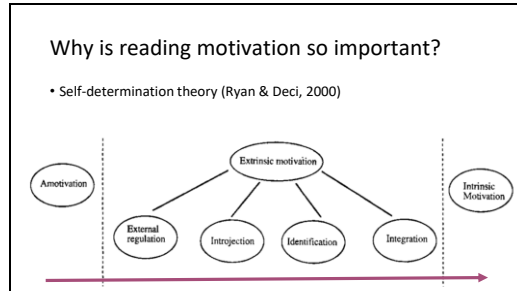
Steph

This makes it look more like a spectrum, so even if though intrinsic motivation is not something you can just make happen for someone else, you don't have to resign yourself to providing only straight up extrinsic motivation types of activities. Extrinsic motivation in this model is split into several categories and the argument is that someone on THIS end of reading motivation is closer to intrinsic motivation than they are anywhere else and you can GET them THERE.

So the fact is, we have to go to school, and within school, we have to read or as teachers, we have to assign reading. But we don't have to rest on that left part of extrinsic motivation. Extrinsic motivation is not the same across the board.
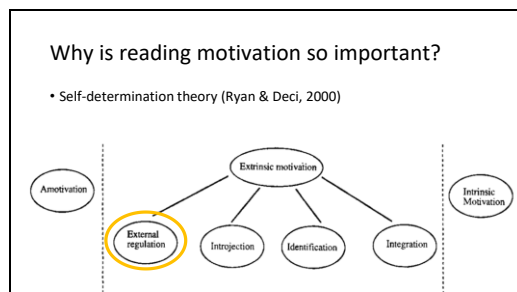
First, I'm going to give you some examples, starting left to right. Amotivation is the complete lack of any motivation, and that's clearly something we want to avoid.

Slide 59

Why is reading motivation so important?

• Self-determination theory (Ryan & Deci, 2000)

External regulation: behaviours to satisfy external demands (i.e., reading because you get in trouble if you don't do your homework).

A lot of schoolwork can fall into this category, especially when the assigned reading does not meet the psychological needs for autonomy, for competence, and for relatedness, which we will talk about in a little bit.
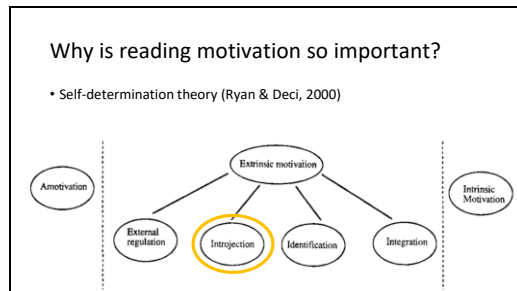
For me, exercise is a good analogy for all of these. I exercise because my trainer will be mad if I don't. Once that need to satisfy external demands no longer exists (i.e. once my trainer

no longer works with me), I'll be unlikely to engage in this activity.

Slide 60

Why is reading motivation so important?

• Self-determination theory (Ryan & Deci, 2000)

One step down that continuum is Introjected regulation: performing because of pressure to avoid guilt or anxiety, contingent self-esteem. I only feel good about myself if I do it. I read because I feel bad if I don't.

E.g. I like my teacher and i feel guilty if I don't do my homework reading.
Or, I exercise because I feel guilty if I don't.
And again, if I no longer have that person or that external demand in my life that I feel responsible to, I am unlikely to engage in the activity.

Slide 61

Why is reading motivation so important?

• Self-determination theory (Ryan & Deci, 2000)
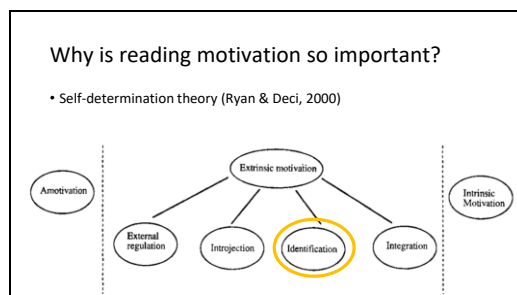
Identification: you identify with the importance of a behavior. I read because I know it's good for me. I exercise because I know it's good for me.
Can we see how this is different to the first two? There's a little bit of an internal drive here - I recognize the importance of the behaviour, probably because someone has done a good job showing me, and probably because I've sustained it long enough to see the benefits.

Slide 62

Why is reading motivation so important?

• Self-determination theory (Ryan & Deci, 2000)
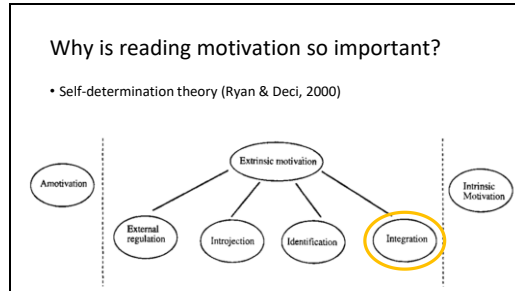
Most autonomous form of extrinsic motivation – it's like intrinsic motivation (you feel the value of doing something) but it's still regulated by external demands.
I still exercise because I have to – I will never be a natural athlete, but I feel the value of sweating and lifting weights because it makes me better. Value is better than importance here. It's a very subtle distinction but importance is still contingent on a more external force, but value is related to internal feelings. It's not quite as powerful and pervasive as intrinsic motivation, but it's darn close.

We talk about print exposure being out of school reading and how does in-school reading, and your role as the teacher filters into that – and this is one way. Because when kids feel autonomous, competent and find the work is relatable and relevant to them, they are more likely to see the value of it.

If the reading assignments can meet the needs for autonomy, relatedness and competence, then you're doing a good thing. It's the same thing for exercise. It was only when I felt like I was competent in what I was doing, and was able to relate the value of the workouts to my every day life (i.e. I carry a backpack around so strengthening my lower back is a good idea).

Slide 63

Autonomy (De Naeghel et al., 2016)

• "Being the initiator of one's own behaviour." (p. 233).

Jimi Hendrix

So here, there are specific things you can do in a classroom to satisfy this need for autonomy, and Kelly will speak to those in more detail. A lot of it is providing choice in as many ways as you can. Reading is personal, so respecting that everyone likes different things is already a big motivating factor. This also swings back to Alexander's area of interest - leveraging situational interest to develop individual interest is a good way to get kids invested in reading.

Slide 64

Relatedness (DeNaeghel et al., 2016)

• "The experience of feeling connected to and accepted by…"

Jacqueline Kennedy Onassis

When we talk about relatedness, we kind of touched upon it in an earlier conversation. Reading that is pleasurable is intensely personal. When we talked about how reading impacts social understanding, we're talking about things like transportability. That's hard to get to with artificial texts. While it sometimes is impossible to get around the texts written for comprehension purposes, we do see that providing reading materials that are relatable to kids will help motivate them to read. Beyond that, fostering an environment where books are shared and discussed is pivotal here as well. Relating to other readers is as much part of it as relating to the text.

Slide 65

Competence (De Naeghel et al., 2016)

"The experience of being confident and effective in action"

Chris Pine reading Clark the Shark
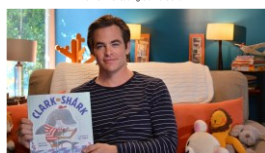
Finally, competence refers to what the Matthew Effect gets at: for reading to be fun, the reader has to feel competent at it. Activities that are difficult and raise self-doubt in the ability to complete the task at hand are inherently unmotivating. So here, we're talking about providing activities that are at the right level for the students.

Now why are we looking at these in so much detail?

Slide 66

Teacher knowledge of motivation

• Teachers who learned about self-determination theory in PD workshops had students whose levels of autonomous reading motivation increased (DeNaeghel et al., 2016).

Oprah Winfrey reading The Water Dancer

Well we find that when we teach teachers about self-determination theory and the importance of autonomy-supportive teaching, and how to meet need for competency and relatedness, we find that teachers reflect this in their teaching, which in turn affects their students' reading motivation. And what's kind of cool is that in this study, they found the effects especially in boys, who are usually less motivated to read across the board than girls.
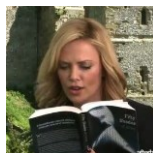
Slide 67

Autonomy, competence, relatedness

Example:
Silent sustained reading
• Student selects text
• Opportunity for sharing, discussion
• Makes act of reading relevant, makes connections both cognitive and social levels
• Teacher models activity

Kelly
So going back to yesterday when Stephanie talked about planning with objectives, with intentionality, when planning for a reading activity we want to think about why we choose this activity for our students. What is the objective behind this specific reading activity? While considering the individual students in our class or classes, we also want to be thinking about how we can choose activities that can be differentiated to reach all students, but also meet the requirement of the curriculum.

If we look at an activity like silent sustained reading, also sometimes called independent reading, we find that this can be a much richer experience that what it looks like on the surface. We recognise that independent reading isn't sexy; it's a really a pretty basic activity that to the untrained eye looks like some lazy teacher gave the kids a block of free time to read, right? But we know that some pretty skilled work has to happen behind the scenes however, to create that richness.

Although students are provided the autonomy to choose whatever they want to read for this activity, we all know they don't all know what they want to read. Students need to be matched to the right texts, and this goes back to what Stephanie mentioned about print exposure. Having a broad knowledge of books that your students like, or might like to read, is essential. Providing an opportunity for conversation and sharing about the books your students are reading also needs to be planned. This could be the 10 or 15 minutes following your reading period. This makes the act of reading relevant and allows for that relatedness component to happen: students make connections about what they are reading both cognitively and socially, which is also a benefit of print exposure. Lastly, when the teacher sits and models the activity WITH the students, the students get confirmation that this is a worthwhile activity. Think about anytime that you get involved in an activity with your students- get into the basketball or

soccer game at recess, make art with them, sit and share a meal with them - they really engage with you. Leisure or independent reading time is no different. AND if you happen to read a book that THEY would be likely to read, the impact is even greater.

And I know that it is tempting to do other things - filing, answer emails, correct a quiz -during those 20 or 30 minutes. But the impact that you sitting and reading will have on your students is significant. Now, some people suggest using that time to conference with your students - and that can be a worthwhile use of the time as well. This might be the time you and a student discuss the genres of texts or authors they like, or can be switched onto. Just be sure that your students witness you taking the time to do some independent reading yourself each week.

And if you find yourself in a new grade or unfamiliar with many of the authors and texts your students are reading for another reason, this is the perfect time and opportunity to get caught up. You can even solicit your students' opinions of books during those discussion times. When they get to be the authority and share about a book they're reading, they are building competence and identity as a reader - someone people go to, to for information -about books.

Slide 68

Sustained Silent Reading / Independent reading
(Serravallo, 2018)

- What should I read Next
- À Go, On Lit!
- Quebec Reading Connection
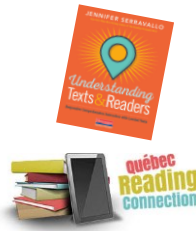
So to talk a little bit more about what to offer to your students in terms of genres and texts, we wanted to suggest a few resources and ideas. If you are not familiar with Jennifer Serravallo, she has several great resources for teachers on reading, writing, and texts. In this specific book she talks about many of the literacy activities we will touch on today, but goes into much more detail than time allows for here. It basically provides you with content about each of the levels of reading, and what you can expect to see in each characteristic of a non fiction or fiction text.

Another suggestion that we wanted to share was organization of the classroom library. You can consider using genre, topic, or interest to organize your library if you aren't already doing so. You can also have your students suggest how they would like to see the library organized, and have baskets or shelves dedicated to "picks" by students, just like Heather at Indigo.

There are also websites that help with text selection. The "What should I read next" search engine allows you to type in any book title and you'll receive a list of similar books, aligned with the genre and themes of your original book. There is an equivalent French site called A Go, On Lit.

We also wanted to highlight our own phenomenal resource which is from right here in our home province, the Quebec Reading Connection. If you aren't familiar with this resource, the QRC curates and provides information

and lessons for thousands of recommendations that are hand-picked and thoughtfully chosen for all levels and subjects of learning that are aligned with the QEP.

Slide 69

Autonomy, competence, relatedness

Example:
Literature Circles – Book clubs for kids!

- Students choose book based on interest, not level
- Students practice reading(comprehension) strategies and contribute/support each other

Literature circles are another example of an activity that meets all three criteria for developing motivation. I expect most of you are familiar with literature circles, but we wanted to highlight how Lit circles address autonomy, competence, and relatedness.

To review quickly, Students choose book based on interest, not level. Which addresses autonomy. Students practice reading(comprehension) strategies and contribute/support each other by reading chapters or sections through a specific role or lens, and as such communities of readers are developed around literature, and book genres. This builds competence as the reader experiences the feeling of being part of a social or peer group, while also successfully accessing the text he or she chose. Of course you as the teacher will have preselected the books respecting the abilities of your class. But we also know that there are often students who are far below (or above!) the reading levels of the

majority of the class. In these instances I have tried finding audio copies of the text, or creating them myself. Sometimes you can also find the same text written at a different level. Reading A-Z used to offer this in their database, and I used it frequently. This way, the students can access the text at their level, and complete their role and develop their comprehension skills along with their peers.

We would like to you note that we recently came across some research from the author of literature circles, Harvey Daniels. Because research and science is always reflective and improving on itself, since its inception in the 90s, Daniels has learned that the roles, especially the use of sheets of paper, are less valuable than the discussions that take place during the circles themselves. This means that the exchanges that stem from the discussions during literature circles are still very valuable in developing students' comprehension; it is the use of the roles and role sheets that are less important in the activity. So this is a bit of information that we wanted to share with you, since it did recently come to our attention.

Slide 70

Literature Circles/Book-club conferences
(Bishop, 1990)

- Grouping for intent/purpose of the activity
- Interest surveys
- Student interest over reading level
- Develop communities around literature, book genres

Oliver Jeffers reads *Stuck*

So involving students in lit circles helps to foster that relatedness piece that we know moves students along that motivation continuum. With a teacher's help, students can develop a reading identity, and learn who they are as a reader, what genres they like, through lit circles as well as other literacy activities. Students need to see themselves represented in the books they read (Bishop, 1990). Conducting interest surveys throughout the year to get to know the (reading) interests of your students, and curate/ promote books according to the information you collect can help you to do this.

Instead of focusing on reading levels, consider have a conversation about what the child is doing well, how a particular text might help them develop skills, and most importantly, what interests them as a reader. We don't want to pigeon-hole them into a level nor do we want the student to avoid challenging themselves if there is a text they're interested in that is just beyond their level. Serravallo suggests that reading levels have a "practical utility" but that it is the teacher's deep knowledge of the student, that pedagogical knowledge, that should be the determining factor of how to support a child's choice of texts.

Lastly, relatedness is developed in a variety of ways with lit circles. First there is the interpersonal exchanges that take place in the small group interactions and the development of communities around the exploration of literature. But there is also the

element of the text itself that, depending on the choice of books you have made, expose students to a range of experiences that could develop perspective-taking, empathy, and social understanding, which is specific to fiction reading.

Slide 71

> **Guided Reading (Fountas & Pinnell, 2017; Serravallo, 2018)**
> - Small group
> - Homogenous grouping by text level
> - Working at level just beyond independent reading level
> - Intentional strategies practiced
> - **Students transfer strategies to independent reading**
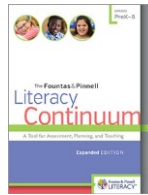
When looking at Guided reading as a literacy activity to develop autonomy, competence, and motivation, the approach needs to shift. Frequently readers do not have choice of text, especially when using guided reading groups. With guided reading, the objective is for students to develop strategies that they will **eventually internalize and use when they are reading independently.** This is the take away we really want to emphasise here. As these strategies become more fluent during independent reading, they will have a shift in their motivation from external regulation and reading as an academic act, to reading as an internally motivated choice.

Fountas and Pinnell have a resource that is truly comprehensive when it comes to providing information about text levels, from how text genres differ in characteristics, to the content of each characteristic, for each reading level.

Slide 72

Part 4

For the Love of Reading: What we Are Doing Well, and What We Can Do Better

Eminem reading How to Win Friends and Influence People

Slide 73

Close Reading (Serravallo, 2018)

· Lesson Structure:
  · The text is highly visible to all – displayed on Smartboard or similar display.
  · The teacher plans frequent stopping places throughout the text.
  · The text is very short, but complex or interesting.
  · Rereading is very common.

We are going to look at Close reading – and to be clear we are talking about the close examination of a text, and not CLOZE reading, which is a vocabulary building strategy where key words are removed from text for students to fill in.

As with guided reading, the objective of using Close reading, is to explicitly model comprehension strategies, and for the student to transfer those skills to independent reading. In the older grades, modelling of thoughtful annotating and note-taking, as well as modelling of careful re-reading is encouraged, to develop deep meaning-making of the text.

Read slide: So you would structure the lesson so that the text is highly visible to all – displayed on Smartboard or similar display. You would decide ahead of time where you want to pause and examine some part of the text. The text is short, but complex or interesting. Rereading is very common.
On the next slide we have an example of how you would do close reading.

Slide 74

A perfect solution, but the Ketterdam weather was not cooperating. There'd been no breeze off the harbour that day, and a grey milk fog had wreathed the city's canals and crooked alleys in damp. Even here among the city's mansions of the Geldstraat, the air hung thick with the small of fish and bilge water, and smoke from the refineries on the city's outer islands had smeared the night sky in a briny haze. The full moon looked less like a jewel than a yellowy blister in need of lancing. **Leigh Bardugo,** *Six of Crows*, **p.3.**

This is an excerpt from Leigh Bardugo's Six of Crows.

I'll give you a bit of time to read the slide, then take you through it the way you might with your students.

Slide 75

Close Reading (Serravallo, 2018)

- Use open-ended questions such as:

- The author used the word _____ here. Why do you think she did that? What is another word that could be used to convey the same meaning?

- How would using a slightly different word change the meaning?

- The story is set in _____ why is that important?

Actress Eartha Kitt reading "The Negro in Film"

With close reading, open-ended prompts are used to solicit higher level thinking. We want to get students thinking beyond surface level comprehension skills as we discussed using Alexander's reading model. And while you might consider this an activity that might be done with upper elementary and secondary students, primary students are capable of considering these types of questions too.

So if we were to unpack this text as a group we might pause and discuss the use of some interesting or unfamiliar words such as milk fog, wreathed, yellowy blister, crooked alleys. I might ask what you thought the author was trying to say in this sentence?

Read prompts on slide:

When we consider competence and relatedness, in so much as when texts are carefully selected with intention, reading strategies that are targeted will be developed, and those relatedness skills will be fostered, both through themes within the text

as well as learning the social conventions of talk, such as waiting for your turn to speak, and attentively listening to another's perspective, explanation, etc.

In this activity teacher modelling is imperative. The teacher questions frequently while rereading- making thinking visible to students, especially because the text might be above the independent reading level of some students. Here, the teacher scaffolds **where** to stop and think in the text (to reread) and **what** to stop and think about.

I addition to re-reading, A key component of this activity is the **conversations between students over teacher-student dialogue.**

Slide 76

On an earlier slide we mentioned that students exchanges between each other is encouraged - and frankly it's good practice with all types of literacy activities -especially when we consider literature circles and interactive read alouds, which we will discuss next. But I wanted to pause from looking at specific literacy activities to discuss talk moves.

If you aren't familiar with talk moves they are specific phrases that are intentional in nature, to facilitate communication. There are student talk moves and teacher talk moves. In my classroom I printed these talk move anchor charts as posters. They are also sometimes provided with the MEES ELA learning situation exams –I know last year's grade 4 exam provided table top tent cards., but I think starting the year off using these

talk moves right away is beneficial for creating a strong classroom culture for talk in all facets of the classroom environment.

Now of course these student talk moves could be used in a meeting with your colleagues – we use them all the time - but in a classroom setting, these are the talk moves students would be encouraged to learn to use.

For example, to contribute an idea to students would be encouraged to use the sentence starter: I think that,… I wonder if…,   the way I see it is…
Or to challenge or ask for the evidence, the student might use: Can you give an example of that? What makes you think that? I don't agree because …..

Slide 77

This is another set of student talk moves - ones that might likely be used in secondary school, or the upper elementary grades, depending on your students.
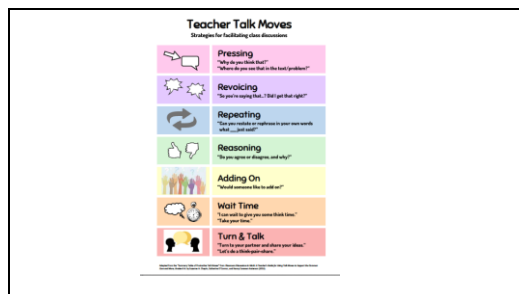
The important thing to note is that talk skills are not naturally occurring - like many other communication skills they need to be explicitly taught to help students express, receive and comprehend information.

Teachers can also model talk moves that help students to develop their own skills.
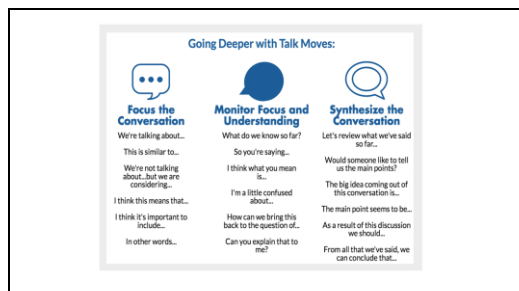
Slide 78

Using talk moves, the teacher 'floats' around room, guiding/coaching individual student's contribution to the conversation.

The purpose for teacher talk moves is to provide structure to student conversations as students learn to develop this talk skill.

And although we are focusing on reading in this series of workshops, it is important to keep in mind that reading, writing and talk are all very tightly woven together. It is essential to give students the time to talk and exchange WITH EACH OTHER, to break apart a text, and to put it back together in terms that they understand.

So we might ask a student : Why do you think that? if they have given an answer that seems to be at surface-level, or if we are unsure that they really fully understand the comment they have provided. It delves into the student's deeper thinking.

If you wanted to make sure that you understood a student's statement you might Revoice their statement, in different words: So you're saying that _____. Did I understand that correctly?

One of the most important talk moves a teacher can use is Wait time: Giving students the time they need to process their understanding, or to compose a reply is crucial. You might say: "Take the time that you need to think about it." or " I can see you are thinking about it. I'll ask someone else then come back to you. "

What seems like an eternity for us teachers, is really only seconds of wait time. For some students, recalling information takes longer, especially if we are to consider students with language and processing disorders, second language learners, and young children whose memory stores might not be as fluid or flexible, as information is being taken in at a rapid rate. Allowing extra wait time provides the space students need to recall information, and strengthen those knowledge pathways in the brain. It also helps to alleviate anxiety some students might feel about being called on or speaking in front of the class, as we discussed with round robin reading.

So what is the objective of an interactive read aloud?

Read slide
At the kindergarten level, as seen in this picture, students are developing their print awareness while at the same time being encouraged to ask high-level questions through a variety of prompts: those prompts include completion, recall, wh- prompts, and distance. A completion prompt might be asking the children to finish a sentence or phrase that is repeated in the text, such as "you monkeys you! You give me back my caps! From the story *Caps for Sale* by Esphyr Slobodkina . A recall prompt might be to ask what colour all the caps are, or what the vendor ate for lunch? Distance prompts are questions that ask students to make connections to other texts, or events in their own lives such as: have you ever seen a monkey in real life? or do you know of

Slide 79

Interactive Read Aloud/Dialogic reading
(Fountas & Pinnell, 2017; Serravallo, 2018)

- What is the objective of an interactive read aloud?

- Intentionally planned
- Uses short books/ finite texts
- Whole group/small group
- Pre-identified stopping, prompting points

Kelly Crowdis reading A Visitor for Bear

other books that have monkeys as characters in them (Curious George, Dora the Explorer). WH- prompts might ask students to discuss what are the common characteristics of monkeys ? Why did the man want to sell his caps?

The objective for using this activity is to demonstrate to students how to use many strategies simultaneously, and to provide direct, explicit support for a new learning goal. It also provides opportunities for meaning-making through dialogic activities, and supports the development of annotating and note-taking skills in the older grades. As with Close reading, relatedness and competence are fostered here.

This can be a rich activity in your class, if it is planned for with intentionality. Knowing what your objectives for the lesson are will help you to focus when and how you will prompt your students. The same book can be used several time, with a different purpose, depending on what your learning goals for that particular lesson are. Popular prompts include turn-and-talk, or think-pair-share.
But are any of you familiar with stop-and jot?

The stop-and-jot strategy can be done on white boards or, if you want you students to have those notes to use at a later time, post-it notes and a special section of your writer's notebook can be designated for stop-and-jot notes.
During your read aloud, students would be equipped with clipboard &
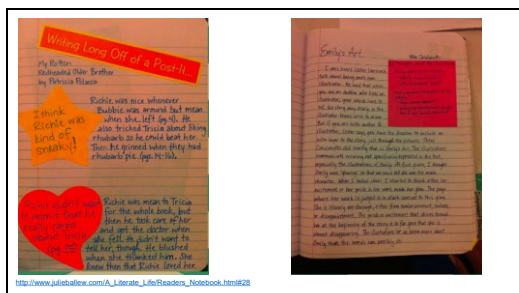
Slide 80

post-its, where they can take short notes that they will develop later on during a writing period. For younger children you might have them draw a picture to put their thoughts and connections on paper.

This is an anchor chart that a teachers posted in her room, for students to refer to for a variety of prompt types.

Slide 81

These are a few examples of what stop-and-jot pages in a writer's notebook might look like. I took these from an online source and although these are the teacher's samples, you can see how this strategy can be differentiated to meet each student's needs.

Slide 82
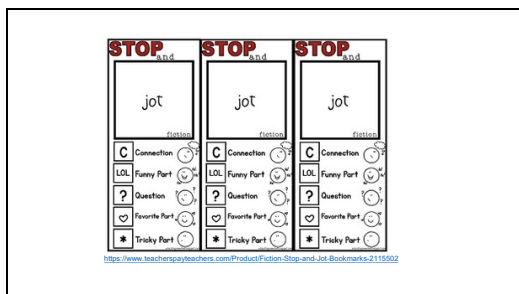
Another teacher uses these bookmarks to help remind students' of some of the important places in a story that help us understand a text better, and how we can attend better to them. This teaches students to be thinking about the text as they read.

Slide 83

Video - Aloud (Serravallo, 2018)
- Identical in intent and execution to interactive read-aloud
- Students respond to video/ media
- 3-5 minutes in length
- Movie trailers, Music videos
- Short documentaries, clips
- prompting points (use time markers like page numbers)

Mo Willems reads "pigs Make Me Sneeze"

Similar to inter-active read-alouds, video read alouds are great to use with older students especially, to use a medium that they enjoy, to motivate them to apply and develop reading strategies.
- Students respond to video/ media
- 3-5 minutes in length
- Movie trailers
- Music videos
- Short documentaries, clips
- prompting points (use time markers like page numbers)

***

Another activity, like the stop and jot, is the Stop and Act prompt.

The stop and act prompt is similar to stop-and-jot except here you are getting students to act out the connections they are making. This could be a nice cross-curricular activity for a drama class, science or GHC. This strategy can be particularly useful for younger students for whom writing is laborious or not an option, as in kindergarten and early grade 1. This is also a good strategy for second language learners, for whom acting out allows them to connect and be a part of their peer group, developing relatedness, without the constraint of limited vocabulary to limit their involvement. There is a whole field of research on second language learning; J Cummins and Fred Genese from McGill university are prominent in the field. We don't have time to address this topic here but if you are interested in knowing more please contact us and we can point you in the right direction for some resources.

These video alouds can even be used in a Literature Circle framework, where students sign up for a variety of audio and lyric samples, just like they would a book. Roles are the same: word finder, connection director, etc… but the activity stays fresh and novel by changing the media we use.

As far as developing those autonomy, competence, and relatedness traits? skills? they too are similarly developed as with read-alouds.

Slide 84

Breakout

- Think about classroom reading practices (list them)

- What is the purpose of each of these?

Bruce Springsteen

Kelly

Classrooms practices: Sustained Silent Reading, Literature Circles, Class novels, Teacher read aloud….
https://forms.gle/avDU4PGVn8nLPPDq5

Slide 85

Now we want to hear from you!

- What did you like?
- What would you like more of?
- How can we meet your needs?

https://forms.gle/avDU4PGVn8nLPPDq5

Slide 86

Resources: Trade Books

When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6-12: Kylene Beers
Passionate Learners: How to Engage and Empower Your Students, Pernille Ripp
Passionate Learners: How to Engage and Empower Your Students, Pernille Ripp

Slide 87

Resources: Picture Books and YA Fiction

The Global Read Aloud https://theglobalreadaloud.com/category/2020/
To Be A Slave, Julius Lester
Wednesday Wars, Gary Schmidt
My Brilliant Friend, Elena Ferrante (Ann Goldstein, translator)
Revolting Rhymes, Roald Dahl
The Wild Robot, Peter Brown

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Resources: Websites and Tech Tools

Kids' Lit Quiz: Competition on children's literature for 10-13 year olds
https://www.kidslitquiz.com/home.php
FCMM
Voice Memo app : Record chapter books to listen to; share through
Google Drive
DEELA(ELA resource page): https://deela.lcweq.ca/ use school board email
account, access through language arts consultant
FACET model: transfer of language skills across ELA/FLS
teaching

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Resources: Websites and Tech Tools

ATEQ(Association of Teachers of English of Quebec):Book Trunks
http://www.ateq.org/book-trunks.html

The Festival of Literacy Diversity (TheFOLD) https://thefoldcanada.org/

Bibliothèque et Archives nationales du Québec https://www.banq.qc.ca/accueil/index.html?language_id=1

SeeSaw
QR Codes

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Activities to Foster the Love of Reading in Schools

- Poetry slam
- Story-telling competition: students retell stories
- Joint staff & student book clubs
- write own plays
- Reader of the week
- Wall of Book Spines (title/author): "Books We've Read"
- Friday share: book talks
- Battle of the Books

Appendix G

Discussion Group Question Prompts

- Regarding the Common elements of 3 reading development models:
  - What is the common theme of these different frameworks?
  - What does this suggest about reading?

- What would your **colleagues** say about some of the information that has been presented here today? How might you share your **expertise** with them? Perhaps to **collaborate** across cycles to better align your literacy practices at school? Is this something that could be done at staff meetings?

- As a **professional** in the field of reading, do you feel that you and your **colleagues** have might be referred to as **academic conversations**, about your teaching practices?

- Do you find that when you are able to discuss with **a colleague**, in **planning** or for projects, or hash **through situations**, that are challenging – be it with a student or otherwise – that you feel better if you can do that in a **professional exchange**?

- How do you think you, as a **professional** in the field of teaching can you use your **expertise** about what we have discussed in these two sessions to move students from one extreme – extrinsic motivation to closer to the desired intrinsic motivation state?

- Earlier we discussed using time in staff meetings as productive PLCs, **collaborative** opportunities to **exchange** with our **colleagues**. What would you share with your colleagues about their role as models for reading?

- Is there a way to **collaborate** with **colleagues** in designing literacy activities that are intentioned to develop readers, and not just decoders and comprehenders? Is there room for creating a love of reading in schools?

- Think about classroom reading practices you use. Share them with the group. Are there other reading practices taking place at school or home? What is the purpose for each of them?