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Influence of Language Arts Instructional Practices on Early Adolescents' Motivation to Read: Measuring Student and Teacher Perceptions

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Influence of Language Arts Instructional Practices on Early Adolescents' Motivation to Read:

Measuring Student and Teacher Perceptions

by

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of the requirements for the degree of
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Dedication

To my life partner and best friend, J.D. I could never have taken this journey without your support!

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delineate my idea. Dr. Sharon Zumbrunn also served as a mentor through the APA Division 15 Seminar; providing feedback on my academic identity and helping me to hone my CV to prepare for the job search. Thank you all for the time and effort you gave to support my dream.

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Abstract

Early adolescence is a critical time for examining academic motivation, specifically

motivation to read (Hervey, 2013). In order to support self-determined motivation to read,

students' needs for competence, autonomy, and relatedness must be met within the classroom

context (Miller & Faircloth, 2014). Since classroom instructional practices are a key component

of adolescents' daily experiences in the classroom, research which investigates the influence of

these practices on students' self-determined motivation to read is needed. In addition, the

perceptions of students and teachers regarding the degree to which classroom instructional

practices meet students' needs as well as the influence of classroom instructional practices on

students' self-determined motivation to read must be considered as the perceptions of these two

groups of classroom stakeholders rarely fully converge (Delaney et al., 2014; Wang & Eccles,

2014). However, the field is lacking an established measure of both groups' perceptions of

classroom instructional practices and the degree to which they support students' needs (i.e.,

competence, autonomy, relatedness) and self-determined (intrinsic) motivation to read.

Therefore, this study sought to address this gap in the literature by developing and validating a

measure with parallel teacher and student forms called the Language Arts Reading Practices

Survey (LARPS). This measure assessed student and teacher perceptions of the degree to which

classroom instructional practices in the language arts classroom support students' needs for

competence, autonomy, relatedness, and students' self-determined motivation to read. The

results of this study provide preliminary support for the validity of the student form of the

LARPS, with less support for the teacher form of the measure. By assessing both student and

teacher perceptions, the LARPS adds to the general understanding of specific instructional

practices and how stakeholder groups view these practices regarding their ability to support

students' needs and motivation.

Chapter I: Introduction

Statement of the Problem

Early adolescence is a pivotal developmental period to examine academic motivation, as it typically declines during the middle school years (Eccles & Roeser, 2011; Lepper, Corpus, & Iyengar, 2005; Maulana, Opdenakker, Stroet, & Bosker, 2013). Students' educational experiences, including declines in motivation, have an increasingly long-term impact on their academic trajectories (Balfanz, Herzog, & Mac Iver, 2007). Research indicates early adolescents may experience a decline in academic motivation when their needs are not met within the school environment (Eccles, Lord, & Midgley, 1999; Eccles & Roeser, 2011; Urdan & Midgley, 2003).

Similar to trends in domain-general academic motivation, research indicates a decline in students' motivation to read during middle school. For example eighth-grade students report lower levels of intrinsic motivation to read compared to sixth-grade students (Kelley & Decker, 2009; Lepper, Corpus, & Iyengar, 2005). Despite the cross-sectional design of this research, the findings are important as motivation to read is a key precursor to a variety of outcomes, including time spent reading (De Naeghel, et al., 2012) and reading achievement (Guthrie, Klauda, & Ho, 2013; Kelley & Decker, 2009; Mucherah & Yoder, 2008). Further, motivation to read is an increasingly salient concern during the middle grades with the current educational focus on promoting achievement (Hervey, 2013). This increase in salience comes at a time when students are expected to know how to read and synthesize information independently in a variety of disciplines (Rennie, 2016). However, it is unclear what factors contribute to this decrease in motivation (Varuzza, Sinatra, Eschenauer, & Blake, 2014).

Adolescents can be supported in developing more self-determined levels of motivation through support of their needs for competence, autonomy, and relatedness (Ryan & Deci, 2000b; 2009). Within self-determination theory (SDT) motivation to read can be conceptualized as a continuum from the least self-determined (amotivation) to the most self-determined (intrinsic motivation), with extrinsic motivation as well as introjected and identified levels of motivation in between these two levels (Ryan & Deci, 2000b; 2009). SDT recognizes that motivation is affected by social and contextual factors, such as instructional practices in the classroom (Deci & Ryan, 2002).

Reading motivation can be defined as an individual's intentions or reasons for reading (Schiefele, Schaffner, Moller, & Wigfield, 2012)and has been conceptualized as a multifaceted, domain specific construct (Wigfield, 1997). Despite the recognition of the multidimensional nature of reading motivation, much research has focused on two broad categories of reading motivation: intrinsic and extrinsic (Wigfield, 1997; Schiefele et al., 2012). Recent research aligning more closely with self-determination theory (Deci & Ryan, 2002) has continued this trend, using the terms controlled and autonomous motivation to describe the two broad categories of reading motivation (DeNaeghel, Van Keer, Vansteenkiste, & Rosseel, 2012). As with general motivation, motivation to read can be conceptualized as a continuum from the least self-determined (amotivation) to the most self-determined (intrinsic motivation), with additional levels of motivation in between (Ryan & Deci, 2000b; 2009). Adolescents may be supported in developing more self-determined levels of motivation to read through support of their needs for competence, autonomy, and relatedness (Ryan & Deci, 2000a; 2009).

Contemporary research often conceptualizes reading motivation as divided into two broad categories (e.g., extrinsic and intrinsic), and tends to utilize general reading motivation

measures that ignore specific contextual variables (e.g., Paige, 2011; Wigfield & Guthrie, 1997). These trends in reading motivation research have resulted in a simplified view of adolescents' motivation to read (Schiefele et al., 2012). Investigation of domain specific motivation, such as motivation to read, is vital to understanding the influence of factors (e.g., social interactions, classroom instructional practices) within specific contexts, such as the language arts classroom (Deci & Ryan, 2002). It is acknowledged that motivation to read may vary based on the previously mentioned contextual factors (e.g., social interactions, classroom instructional practices; Miller & Faircloth, 2014) as well as across academic disciplines (Guay et al., 2010). In addition, research has indicated relationships between domain specific motivation, such as motivation to read, and specific contextual factors including classroom instructional practices such as collaborative projects (Aarnoutse & Schellings, 2003; Guthrie & Humenick, 2004). Thus, research needs to consider contextual differences in adolescent reading motivation (Neugebauer, 2014). One recently developed measure of reading motivation considers the academic and recreational contexts for reading (De Naeghel et al., 2012), but little research has investigated the factors within specific academic contexts that may support or hinder adolescents' self-determined motivation to read. Thus, additional research is needed to more fully investigate the influence of specific contexts, such as the language arts classroom, on early adolescents' self-determined motivation to read.

Classroom instructional practices, particularly those drawn from the adopted curriculum, often serve as a core structure within the classroom (Ball & Cohen, 1996; Delaney et al., 2014; Grossman & Thompson, 2008). Classroom instructional practices, such as integration of content-area texts into literacy instruction, when combined with responsive practices that promote autonomy and relatedness, have been effective in increasing students' motivation to read

(Aarnoutse & Schellings, 2003; Guthrie, Wigfield, & VonSecker, 2000; Marinak, 2013). Much of the research investigating the influence of classroom instructional practices has been conducted relative to specific intervention programs, such as Concept Oriented Reading Instruction (CORI; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007). However, the influence of specific classroom instructional practices commonly used in middle grades language arts classrooms (e.g., graphic organizers, collaborative projects) on early adolescents' needs and their reading motivation has not been fully explored. Examining the influence of such classroom instructional practices may provide insight into which specific literacy practices are supportive of students' needs and promote their self-determined motivation to read.

Most research has focused exclusively on student perceptions of motivation (e.g., Pečjak & Košir, 2008), with a few studies examining only teacher perceptions of student motivation (e.g., Taboada, Tonks, Wigfield, & Guthrie, 2009). However, by examining only student or teacher perceptions, these studies can only tell half of the story. In order to best understand the complexities of early adolescent motivation in school, it is important to examine student and teacher perceptions in tandem. It is possible that students and teachers may perceive classroom practices differently from each other (Delaney, et al., 2014; Stroet, Opdenakker, & Minnaert, 2013). Since teachers often serve as decision makers in choosing specific classroom instructional practices to be utilized within the classroom, it is important to study how their perceptions may differ from the students they are trying to teach and motivate through the practices being utilized.

Although many measures have been utilized to assess adolescents' motivation to read, no existing measures focus exclusively on specific instructional practices within the language arts classroom and the influence of these practices on adolescents' self-determined motivation to

read. One of the most widely used measures, the Motivations for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1997) assesses eleven facets of reading motivation: self-efficacy, challenge, curiosity, involvement, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social reasons for reading, and compliance. Prior research utilizing the MRQ has categorized select constructs into two composite factors: extrinsic motivation (competition, recognition, grades) and intrinsic motivation (self-efficacy, challenge, involvement, curiosity; Guthrie, Wigfield, Matsala, & Cox, 1999; Wigfield, et al., 2008). Items within the measure assess reading inside and outside of school, but specific instructional practices within the classroom are not addressed. In addition, the factor structure of the MRQ has been questioned by subsequent research that has found an inadequate fit for the eleven factor structure (Watkins & Coffey, 2004).

Another frequently used measure of reading motivation is the Motivation to Read Profile (MRP; Gambrell, Palmer, Codling, & Mazzoni, 1996). The MRP is a two-part measure that includes a student self-report survey and a conversational interview. The survey component focuses on students' self-concept as a reader and value of reading as indicators of reading motivation, whereas the interview component focuses on general reading habits as well as students' specific reading experiences with both narrative and informational texts (Gambrell et al., 1996). As with the MRQ, the MRP does not address specific instructional practices utilized in the classroom and the influence of these practices on early adolescents' self-determined motivation to read, nor is the construct of motivation conceptualized as a continuum.

Additional available measures assess controlled and autonomous motivation for reading (De Naeghel et al., 2012) and younger students' attitudes toward reading (McKenna & Kear, 1990). These measures, as well as those previously discussed, present an oversimplified model of

motivation to read; conceptualizing motivation as falling into two subcategories (intrinsic and extrinsic, or controlled and autonomous) may not provide the methodological sensitivity to capture differences among individuals or across time. In addition, aspects of motivation often assessed through currently available measures (i.e., reading self-efficacy, value of reading) are likely influenced by the social context in which reading is taking place (Guthrie & Cox, 2001). Considering the influence of specific contextual factors, including instructional practices, is vital due to the centrality of these practices within the classroom. However, none of the commonly used measures assesses the perceived impact of specific classroom instructional practices used in the middle grades language arts classroom on students' motivation through their needs for competence, autonomy, and relatedness. Thus, research that addresses the perceptions of students and teachers in relation to specific language arts classroom instructional practices and the ways in which these practices meet early adolescents' needs and influence their self-determined motivation to read is needed.

Purpose of the Study

The purpose of the current study was to empirically create and validate a new measure to assess student and teacher perceptions of comprehension-focused language arts classroom instructional practices on early adolescents' needs and, through these, their self-determined motivation to read in this specific academic context. Such a measure may have implications for a theoretical understanding of how students' needs and self-determined motivation are being met within the language arts classroom. Previous research has been limited by the lack of measures that consider both teacher and student perceptions, as well as a limited focus on specific classroom instructional practices commonly recommended to middle grades language arts teachers through the adopted curriculum materials. A measure that assesses teacher and student

perceptions may provide a more comprehensive understanding of where those perceptions

converge or fail to do so (Wang & Eccles, 2014). In addition to allowing for further investigation

of areas in which the perceptions of these two groups converge, it is likely that this knowledge

will provide guidance for purposeful selection of classroom instructional practices that nurture

students' self-determined motivation to read. Such purposeful selection of classroom

instructional practices has practical implications for educators at all levels who create,

recommend, and select classroom instructional practices for use in the classroom.

Definition of Key Terms

 Early adolescence. Early adolescence is defined as the developmental period between

the ages of 10 and 14 years according to the *Journal of Early Adolescence* (SAGE Publications,

2015). Individuals experience multiple developmental changes physically, emotionally, and

cognitively during early adolescence (Eccles & Roeser, 2009; 2011). Experiences with teachers,

peers, and instructional tasks in the school context influence early adolescents' development

(Eccles & Roeser, 2011). Educational experiences in the middle grades (grades 6-8), which

coincide with this stage in development, can have a lasting impact in individuals' academic

trajectories (Balfanz et al., 2007).

 Motivation. This study utilized self-determination theory and stage-environment fit as

guiding theoretical frameworks for understanding motivation. Informed by self-determination

theory, motivation is conceptualized as a continuum from the least self-determined (amotivation)

to the most self-determined (intrinsic motivation), with various levels of extrinsic motivation

(external, introjected, identified, and integrated regulation) in between these two levels (Ryan &

Deci, 2000b; 2009). Motivation can be greatly influenced by social environments such as the

classroom (Ryan & Deci, 2009). Informed by the self-determination theory and stage-

environment fit theories, adolescents' motivation can be supported through the fulfillment of needs for competence (positive perception of ability to successfully meet challenges and achieve mastery), autonomy (sense of personal control and ownership), and relatedness (sense of attachment to others through emotionally supportive relationships within the educational context; Deci & Ryan, 2002; Eccles & Roeser, 2011).

Reading motivation. Reading motivation is defined as an individual's intentions or reasons for reading (Schiefele et al., 2012). Reading motivation may change based on the specific task and other contextual factors within the classroom (Wigfield, 1997). Adolescents' self-determined motivation to read within a specific classroom context can be supported by meeting their needs (competence, autonomy, and relatedness).

Language Arts Classroom Instructional Practices. Language arts classroom instructional practices are defined as specific methods for instruction, support, and assessment of students in the use of reading strategies and skills. This definition of classroom instructional practices is aligned with terminology utilized by the Association for Middle Level Education in publications such as *This We Believe* (2010) and *The Encyclopedia of Middle Grades Education* (2005). Examples of classroom instructional practices include rubrics, cooperative learning, and graphic organizers. This study focused on classroom instructional practices related to reading comprehension. Unlike the definition of instructional practice utilized in the area of mathematics, which defines instructional practice as the whole of what teachers need to be able to do and know in order to be effective in the classroom (Ball & Forzani, 2011), this study utilized the term to denote individual, specific activities utilized within the language arts classroom.

Reading comprehension. Reading comprehension is conceptualized as the ability to understand the meaning of a text both literally and through interpretation (Klauda & Guthrie,

2015; Neufeld, 2005). Comprehension is an active process in which the reader seeks to understand and make meaning from the text being read including interpretation of the deeper meaning made by relationships between ideas within the text (McNamara, 2007; Neufeld, 2005).

Research Questions

The purpose of the current study was to empirically create and validate scores resulting from a measure to assess student and teacher perceptions of comprehension-focused language arts classroom instructional practices and their associations with early adolescents' needs as well as their self-determined (intrinsic) motivation to read. This was accomplished by investigating the classroom instructional practices made available to teachers through adopted textbook series, and utilizing this information to select practices for inclusion in the measure. The measure, the Language Arts Reading Practices Survey (LARPS), was validated with a sample of middle grades students and teachers. The specific research questions were as follows:

1. To what extent can a reliable measure (the Language Arts Reading Practices Survey; LARPS) of student and teacher perceptions of the extent to which comprehension focused language arts classroom instructional practices influence students' basic and psychological needs (competence, autonomy, and relatedness) and self-determined motivation for academic reading be developed?

   a. To what extent can evidence of internal structure validity be identified for the newly developed measure (LARPS)?

   b. To what extent can evidence of construct validity be identified for the newly developed measure (LARPS)?

2. Does the internal consistency of the LARPS provide evidence of reliability when used with a specific sample of sixth through eighth grade students and teachers?

3. Based on the results of the initial validation study of the LARPS, is there is significant relationship between student and teacher perceptions of the extent to which language arts classroom practices meet students' needs and support their self-determined (intrinsic) motivation to read?

Research Hypotheses

It was expected that developing and validating a reliable and valid measure was feasible based on extant theory and research that indicates students' needs (competence, autonomy, and relatedness) and motivation to read can be supported through specific classroom instructional practices within the language arts classroom. Classroom instructional practices that provide early adolescents with opportunities to interact with texts in ways that emphasize learning by providing appropriate challenge and constructive feedback while de-emphasizing evaluation are often perceived by students and teachers as supporting students' sense of competence (Niemiec & Ryan, 2009). In addition, classroom instructional practices that provide early adolescents with opportunities to self-select texts and/or options in how to interact with texts are often perceived by students and teachers as supporting students' sense of autonomy (Deci & Ryan, 2002; Niemiec & Ryan, 2009). Classroom instructional practices that provide early adolescents with opportunities to collaborate and interact positively with peers and the teacher tend to be perceived by students and teachers as supporting students' sense of relatedness (Niemiec & Ryan, 2009). Secondly, it was expected that classroom instructional practices in the language arts classroom that meet students' needs for competence, autonomy, and relatedness would be viewed as supporting their self-determined motivation to read. Lastly, it was anticipated there would be a relatively small correlation between student and teacher perceptions of classroom instructional practices in the language arts classroom based on research examining learner-

centered classroom practices (McCombs & Lauer, 1997) and math classroom climate (Wang & Eccles, 2014). Based on prior research, student and teacher perceptions rarely fully converge (Delaney, et al., 2014; Stroet et al., 2013). Thus, this study investigated the relationship between student and teacher perceptions of classroom instructional practices and their influence on students' needs and self-determined (intrinsic) motivation to read.

Contributions to the Literature

The current research may have theoretical and practical implications for meeting early adolescents' needs for competence, autonomy, and relatedness in the language arts classroom. Theoretically, little research has investigated connections between classroom instructional practices and students' psychological and developmental needs. As classroom instructional practices are a central feature of the middle grades language arts classroom, it is likely that investigation of how these practices are perceived as influencing students' needs will provide a more nuanced understanding of how these practices may support students' self-determined motivation to read. For practitioners, examining the extent to which classroom instructional practices are responsive to and meet students' needs may provide insight into what literacy classroom instructional practices promote students' self-determined (i.e., integrated and intrinsic) motivation to read. This insight is important as higher levels of self-determined motivation to read are associated with adaptive outcomes in reading (Mucherah & Yoder, 2008; Schaffner, Schiefele, & Ulferts, 2013). In addition, little research has investigated the perceptions of both students and teachers regarding the influence of classroom instructional practices on students' needs. Considering the perceptions of both groups is critical, as the perceptions of these two groups of classroom stakeholders rarely fully converge (Delaney et al., 2014; Wang & Eccles, 2014).

Chapter II: Review of the Literature

This chapter reviews extant literature and provides a rationale for the development of the Language Arts Reading Practices Survey (LARPS). This review begins with a discussion of the importance of both general academic motivation and specific motivation to read during early adolescence, along with the theoretical frameworks that inform the current study. Next, an overview of classroom instructional practices in the middle grades language arts classroom is provided, including practices that support students' needs and motivation as well as student and teacher perceptions of classroom instructional practices utilized in the middle grades language arts classroom. Additional discussion focuses on middle grades language arts teachers' access to and choice of classroom instructional practices. Measures of teacher perceptions of classroom instructional practices are reviewed in order to establish that the new measure will fill a gap in the literature. Finally, the findings across these topics are summarized in order to establish the need for a measure of student and teacher perceptions of language arts classroom instructional practices.

Motivation during Early Adolescence

Early adolescence is a pivotal time to examine academic motivation. Often referred to as a cross roads, middle school is a time when academic motivation, particularly intrinsic motivation, often declines (Eccles & Roeser, 2011; Lepper et al., 2005; Maulana et al., 2013). This is of particular concern as early adolescence is a time when students' educational experiences can have a long lasting impact on their academic trajectories (Balfanz et al., 2007). Early adolescents may experience a decline in intrinsic motivation when their needs are not met

within the school environment (Eccles et al., 1999; Eccles & Roeser, 2011; Ryan & Deci, 2000a; 2009; Urdan & Midgley, 2003). This decline in motivation is greatly reduced when schools are responsive to young adolescents' needs, including a sense of school belonging (Anderman & Anderman, 1999) and their autonomy within learning experiences (Reeve, 2006). Instructional methods such as the integration of games into learning and effective use of class time have been identified by early adolescents as positively motivating (Schmakel, 2008). Although research indicates decreases in academic motivation are not inevitable during early adolescence (Anderman & Anderman, 1999; Reeve, 2006), additional research is needed to examine ways educators can promote a learning environment that is responsive to early adolescents' needs and promotes their motivation within specific contexts such as the middle school language arts classroom.

   Self-Determination Theory. Within Self-Determination Theory (SDT), motivation is conceptualized as a continuum from the least self-determined (amotivation) to the most self-determined (intrinsic motivation), with various levels of extrinsic motivation in between (Ryan & Deci, 2000b; 2009). Extrinsic motivation is divided into four levels including external and introjected regulation, which are both categorized as controlled types of motivation, and identified and integrated regulation, which are both identified as more autonomous (Ryan & Deci, 2009). External regulation occurs when actions are completed in order to gain rewards or avoid negative consequences, whereas actions completed to avoid feelings of personal guilt or obligation are the result of introjected regulation (Deci & Ryan, 2002). Identified regulation occurs when an activity is undertaken because it is recognized as having importance (Deci & Ryan, 2002). Actions that are chosen because they are congruent with the individual's own needs or values are the result of integrated regulation (Deci & Ryan, 2002). The most autonomous level

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on the continuum is intrinsic motivation, in which actions are engaged in based on an individual's interest in and enjoyment of the activities themselves (Deci & Ryan, 2002). Students who report higher levels of integrated regulation and intrinsic motivation are more likely to persist when faced with challenging tasks and to have higher academic grades (Guay et al., 2010; Vansteenkiste, Sierens, Soenens, Luyckx, & Lens, 2009). Autonomous motivation is also positively associated with higher levels of meta-cognitive strategy use and negatively associated with procrastination (Vansteenkiste et al., 2009).

The degree to which an individual exhibits internalized levels of extrinsic motivation as well as becoming and remaining intrinsically motivated depends on the extent to which the environment fulfills his/her needs (Deci & Ryan, 2002; Ryan & Deci, 2000a; 2009). Basic needs include competence (ability to successfully meet challenges and achieve mastery), autonomy (sense of personal control and ownership), and relatedness (emotionally supportive relationships and a sense of attachment to others; Deci & Ryan, 2002; Ryan & Deci, 2009). Research indicates the importance of all three needs being met within a given context in order to support an individual's overall psychological well-being and adaptive adjustment (Sheldon & Niemiec, 2006). Autonomy support in the classroom is positively associated with higher levels of internalized regulation (Niemiec & Ryan, 2009). Students who report perceptions of relatedness in the classroom are more likely to indicate higher levels of both identified and integrated regulation for classroom tasks (Niemiec & Ryan, 2009).

Self-determination theory can inform our understanding of adolescent motivation to read and its relationship to literacy practices in the middle school classroom. Regarding the fulfillment of needs, students who perceive themselves as competent readers may be more likely to persist in reading activities, even when those activities are challenging. Autonomy supportive

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language arts classroom practices can promote choice and relevance, allowing students to perceive their reading motivation as emanating internally. Additionally, teachers can create classroom communities that promote a sense of relatedness and positive norms regarding reading. However, the influence of literacy practices on early adolescents' motivation to read is understudied and more empirical research is needed to investigate these and other classroom factors.

Self-Determination Theory
Psychological Needs (Deci & Ryan, 2002)

Competence

Autonomy

Relatedness

Self-determined Motivation
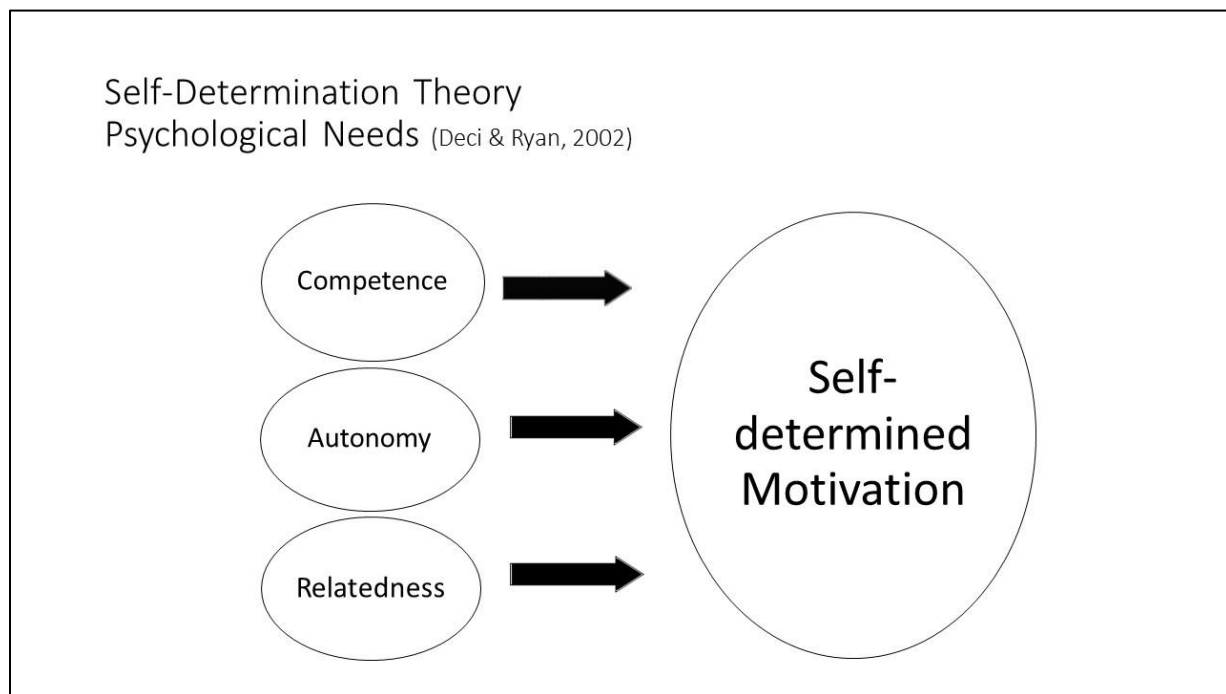
*Figure 1.*Theoretical model of self-determination theory

Teacher-student classroom dialectic. The classroom dialectic sub-theory of SDT also informed the investigation of student and teacher perceptions of language arts educators' practices and how they may promote students' needs and reading motivation. The classroom dialectic sub-theory of SDT considers the interaction between a student and the classroom context (including classroom instructional practices), and the extent to which students and teachers perceive this dynamic context as meeting student needs and promoting their motivation

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(Deci & Ryan, 2002). Conceptualizing the classroom as an interactive context is vital to understanding student motivation, as it is driven by behaviors enacted by teachers that can support students' needs and feedback from others (Reeve & Jang, 2006; Unrau & Quirk, 2014). As previous research indicates students' self-reported motivation differs across academic subjects, research investigating specific subject areas is needed to better understand how to meet adolescents' needs and support their motivation (Guay et al., 2010).
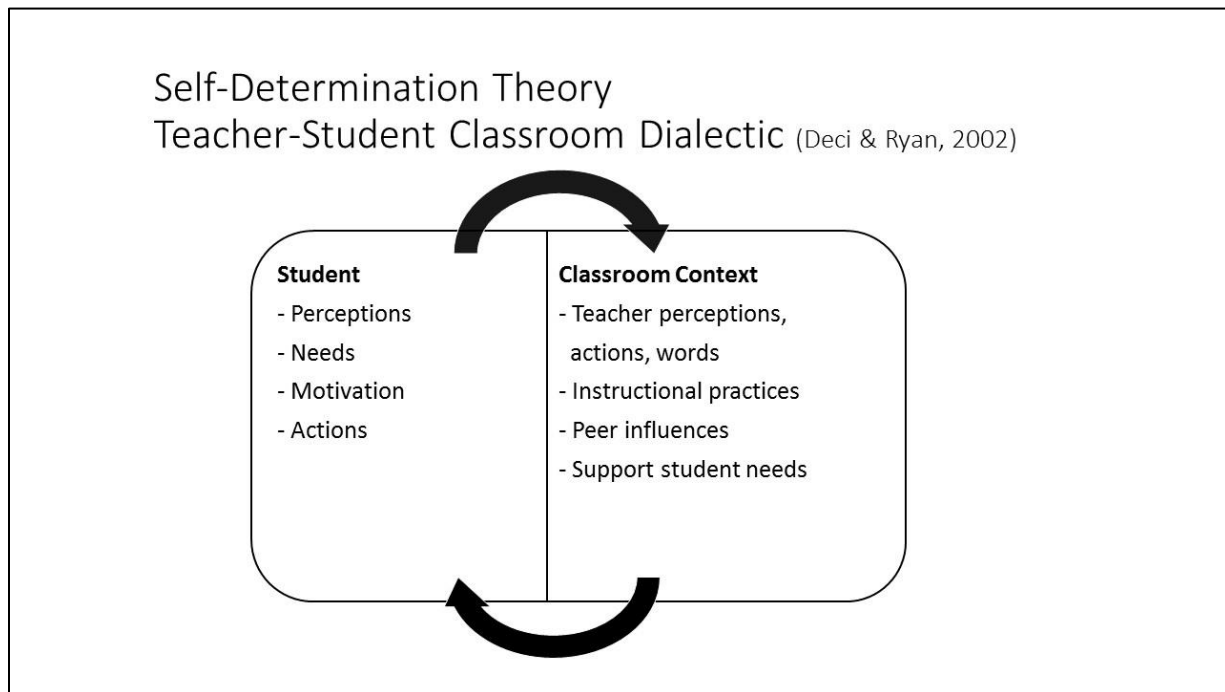
Figure 2. Theoretical model of teacher-student classroom dialectic

Stage-Environment Fit Theory. Together with SDT, the stage-environment fit theory may inform our understanding of the ways in which early adolescents' needs can be supported within the learning context, and, in turn, support their motivation. Stage-Environment Fit theory states teachers can support early adolescents' motivation by matching their needs and the opportunities offered within the classroom environment (Eccles et al., 1993; Eccles & Roeser, 2011). These needs include the three previously discussed by SDT (competence, autonomy and

belongingness/relatedness), as well as mattering (feeling they are important and have the respect of others) and opportunities to meet personal goals through the development of essential skills (Eccles, 2014). Characteristics of a learning environment that is responsive to students' needs may change based on their developmental stage (Eccles et al., 1993; Eccles & Roeser, 2011). When the educational environment is perceived by early adolescents as meeting their needs through appropriate challenges and supports, motivation flourishes (Eccles et al., 1993; Eccles & Roeser, 2011). For example, classroom instructional practices such as hands-on learning activities and encouraging peer interaction are perceived by adolescents as responsive to their needs (Kiefer, Ellerbrock, & Alley, 2014). With this in mind, specific language arts classroom instructional practices may influence the extent to which adolescents perceive their needs being met, and in turn, influence their self-determined motivation to read.

Considered together, SDT and stage-environment fit theory highlight the importance of meeting students' needs in the classroom context in order to nurture higher levels of internalized regulation and intrinsic motivation (Deci & Ryan, 2002; Eccles et al., 1993; Eccles & Roeser, 2011; Ryan & Deci, 2002).

Reading Motivation during Early Adolescence

Similar to trends of declining academic motivation, research indicates a decline in students' motivation to read during early adolescence. For example, cross-sectional research demonstrated eighth-grade students reported lower levels of motivational compared to sixth-grade students (Kelley & Decker, 2009; Lepper et al., 2005). These declines are important, as motivation to read is a key precursor to a variety of outcomes, including time spent reading (De Naeghel et al., 2012; Wigfield & Guthrie, 2000) and reading achievement (Guthrie et al., 2013; Kelley & Decker, 2009; Mucherah & Yoder, 2008). Further, motivation to read is an

increasingly salient concern during the middle school years with the current educational focus on promoting achievement (Hervey, 2013). This increase in salience comes at a time when expectations for students include reading and synthesis of texts in a variety of disciplines (Rennie, 2016). It is important to note that, within many studies, the terms engagement and motivation are used almost interchangeably, as engagement can be considered a behavioral indicator of motivation (Unrau & Quirk, 2014). When engagement is viewed as an indicator of motivation, it is reasonable to imply practices that influence student engagement may also influence their motivation to read.

In order to support early adolescents' self-determined motivation to read, additional research is needed to examine classroom instructional practices that contribute to or mitigate declining self-determined motivation to read. Classroom instructional practices, such as the integration of content-area texts into literacy instruction, promotion of choice, as well as individual and group problem-solving, have been effective in increasing students' motivation to read (Aarnoutse & Schellings, 2003; Guthrie et al., 2000; Marinak, 2013). Thus, the current research study investigated specific classroom instructional practices related to reading comprehension in the middle school language arts classroom and the extent to which they meet early adolescents' needs and promote their self-determined motivation to read.

Measures of early adolescent reading motivation. Multiple measures regarding early adolescent motivation to read are used within the research literature. Two of the most frequently utilized measures, the Motivations for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1997) and the Motivation to Read Profile (MRP; Gambrell et al., 1996) view motivation as a multi-faceted construct consisting of components such as self-efficacy, social reasons for reading, and value or importance of reading. Additional measures focus on students' reading engagement

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(Reading Engagement Index (REI); Wigfield et al., 2008), which is often utilized as an indicator of reading motivation. Based on recent concerns that research has not make clear distinctions between motivation and engagement (Unrau & Quirk, 2014), only measures that refer specifically to motivation to read are discussed below.

The Motivations for Reading Questionnaire (MRQ) is a student self-report measure consisting of 53 items that reflect eleven constructs of reading motivation, including reading efficacy, challenge, curiosity, reading for grades, and social reasons for reading (Wigfield & Guthrie, 1997). Certain scales within the measure are grouped into the broader categories of intrinsic motivation (efficacy, curiosity, and involvement) and extrinsic motivation (competition, grades, and recognition; Wigfield, & Guthrie, 1997). Compliance and social reasons for reading have also been considered part of the extrinsic motivation composite (Paige, 2011; Wang & Guthrie, 2004). Items within the measure refer to reading both in and outside the school context, but the measure does not assess specific reading classroom instructional practices utilized in the classroom. The MRQ is based on the engagement perspective of reading, which focuses on the differences between engaged and disengaged readers based on the assumption that engaged readers are intrinsically motivated to read for a variety of purposes and goals (Guthrie & Humenick, 2004; Wigfield & Guthrie, 1997). Although the MRQ was originally created for use with a sample of elementary students, it has been used successfully with middle grades students in multiple studies (Bozack, 2011; Mucherah & Yoder, 2008; Paige, 2011; Unrau & Schlackman, 2006). The eleven-factor structure has been supported in multiple studies utilizing the MRQ through confirmatory factor analysis (Unrau & Schlackman, 2006; Wigfield & Guthrie, 1997). However, additional investigation of the structural validity of the MRQ with additional samples has questioned the model fit of the eleven factor structure of the instrument

and led to recommendations that the measure be revised (Watkins & Coffey, 2004). Further utilization of a shortened version of the MRQ consisting of eight of the original eleven scales (curiosity, involvement, preference for challenge, recognition, grades, social reasons for reading, competition, and compliance) and totaling 45 items has indicated acceptable model fit with factor loadings ranging from .41 to .87 (Wang & Guthrie, 2004). Despite criticism of the factor structure of the MRQ, the majority of available studies provide evidence to support the factor structure and reliability of, as well as continued use of, the MRQ for research regarding adolescent motivation to read.

A more recently developed student self-report measure utilizing self-determination theory (SDT) as a theoretical framework, the Self-Regulation Questionnaire – Reading (SRQ-Reading; De Naeghel et al., 2012), conceptualizes reading motivation as either autonomous or controlled. Although this measure does acknowledge possible differences between motivation for reading in academic and recreational contexts, similar to the MRQ, it focuses on general reading motivation and does not assess specific classroom instructional practices that may influence this motivation.

The MRP (Gambrell et al., 1996) which was revised in 2013 (MRP-Revised; Malloy, Marinack, Gambrell, & Mazzoni, 2013) consists of two sections: a self-report questionnaire that focuses on students' self-concept as a reader and value of reading, and a conversational interview to gather information about students' narrative, informational, and general reading habits. The MRP, designed for use with students in second through sixth grades, has also been adapted for use with adolescents (Adolescent Motivation to Read Profile; AMRP; Pitcher et al., 2007). The AMRP has been utilized in additional studies of adolescent reading motivation (Kelley & Decker, 2009; Melekoglu, 2011). The questionnaire section of the MRP and has been found to have acceptable model fit for the two factor structure with good reliability for both subscales

(Gambrell et al., 1996; Malloy et al., 2013). The conversational interview component of the MRP also has been found to have good concurrent validity based on student responses analyzed in comparison to teacher reported motivation (Gambrell et al., 1996). Like the MRQ, the MRP and AMRP do not mention specific classroom instructional practices with the exception of teacher read-alouds, which are mentioned in one item in the MRP (Gambrell et al., 1996) and one open-ended question on the AMRP regarding activities teachers do in the classroom (Pitcher et al., 2007).

Recent research has also investigated teacher perceptions of students' motivation to read. Quirk et al. (2010) developed the Teacher Beliefs about Student Motivation to Read Questionnaire (TBSMRQ), which is based on and aligns with the MRQ. The purpose of the measure is to assess teacher beliefs about student motivation to read and utilizes nine of the eleven constructs of reading motivation utilized in the MRQ, with autonomy support as an additional construct for a total of twelve factors (Quirk et al., 2010). Although subscales for avoidance and recognition were removed from analysis due to low reliability, all other subscales indicated good internal consistency ranging from .79 (compliance) to .91 (self-efficacy; Quirk et al., 2010). Results of the initial study utilizing the TBSMRQ indicated teachers reported student motivation could best be nurtured by creating classroom environments that promoted competence and the importance of strong reading skills (Quirk et al., 2010). Among the TBSMRQ items, some address classroom instructional practices such as student-generated questions and independent reading, along with strategies such as visualizing (creating a picture of the text events in your mind; Quirk et al., 2010). Although classroom instructional practices are included within the TBSMRQ, the measure does not serve as a comprehensive measure

regarding teacher perceptions of the influence on these practices on students' needs or motivation.

A majority of the research examining motivation to read has focused on student reports of motivation to read (Kelley & Decker, 2009; Mucherah & Yoder, 2008) as well as the impact of various factors on that motivation (Aarnoutse & Schellings, 2003). However, students may perceive classroom practices differently from teachers (Stroet et al., 2013). Such a disconnect between teacher and student perceptions is evident in recent research indicating practices perceived by teachers as motivating for adolescents in their classroom may not be seen as such by the students themselves (Delaney, Pitcher, Gillis, & Walker, 2014). The classroom dialectic sub-theory of SDT and recent motivational research (Roth, Assor, Kanat-Maymon, & Kaplan, 2007; Wang & Eccles, 2014) discuss the importance of researchers seeking out perceptions of both students and teachers to best capture the complexities of early adolescent motivation in school. Although research is starting to include student and teacher perceptions of adolescents' motivation to read (e.g., Delaney et al., 2014; Guthrie et al., 2007), research including the perceptions of both groups in relation to a comprehensive array of specific classroom instructional practices and the ways in which these practices meet early adolescents' needs and influence their self-determined motivation to read is needed.

Associated correlates and outcomes. Research indicates significant associations between reading motivation and reading achievement during early adolescence (Froiland & Oros, 2013; Medford & McGeown, 2012; Park, 2011; Taboada et al., 2009), as well as positive outcomes related to higher levels of motivation to read (Becker, McElvany, & Kortenbruck, 2010; Klauda & Guthrie, 2015). Longitudinal research indicates students' intrinsic reading motivation at the elementary level is positively related to reading skill in the middle grades

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(Becker et al., 2010; Froiland & Oros, 2013). Further research indicates this relationship may be stronger for average and above-average readers than for struggling readers, a difference that may be due, in part, to cognitive challenges struggling readers face which counter motivational effects (Klauda & Guthrie, 2015). Intrinsic motivation is also shown to be a significant predictor of reading achievement for students in the middle grades (Taboada et al., 2009) and shown to be positively related to general reading comprehension and specifically for inferencing skills (Ho & Guthrie, 2013).

The relationships between aspects of intrinsic motivation and other related constructs (e.g., value, curiosity, and self-efficacy) and reading achievement have also been investigated (Becker et al., 2010; Medford & McGeown, 2012; Mucherah & Yoder, 2008). Value of reading in fourth grade, for example, is positively related to reading achievement in sixth grade (Becker et al., 2010; Medford & McGeown, 2012). Curiosity and self-efficacy, often viewed as constructs related to intrinsic reading motivation, are also shown to be positively related to reading achievement on state standardized assessments (Mucherah & Yoder, 2008).

In contrast to intrinsic motivation, research indicates extrinsic motivation has associations with maladaptive reading outcomes (Wang & Guthrie, 2004). For example, student extrinsic reading motivation in the fourth grade is was found to be a significant negative predictor of grade six reading skill (Becker et al., 2010). Similar results in multiple studies indicate significant negative relationships between extrinsic motivation and reading achievement (Unrau & Schlackman, 2006; Wang & Guthrie, 2004). However, when constructs related to extrinsic motivation are considered individually, results indicate mixed relationships. For example, some research indicates a positive association between compliance (reading to meet teacher expectations) and reading achievement for middle grades students (Paige, 2011). Mucherah and

Yoder (2008) also found a positive association between reading achievement and competition, supporting a connection between students' extrinsic motivation and performance goal orientations in which students focus on performing well in relation to peers. Negative relationships between social reasons for reading and reading achievement are also evident in the research (Mucherah & Yoder, 2008). Although these findings support a multidimensional view of reading motivation, none address specific classroom instructional practices that may support student achievement while also influencing early adolescents' self-determined motivation to read.

In addition to the more direct relationships discussed above, mediation models indicate motivation is a strong predictor of reading frequency that, in turn, predicts growth in reading level after controlling for prior reading level among elementary and high school students (Guthrie et al., 1999). Although the measure utilized within the study (questions from the National Educational Longitudinal Study; NELS: 88 database) does not specify what type of motivation (intrinsic, extrinsic) is being investigated, the authors imply that, based on the results, intrinsically motivated students will spend more time engaged in reading activities both in and outside the classroom (Guthrie et al., 1999). Additional research differentiating between intrinsic and extrinsic reading motivation has supported these results, with intrinsic reading motivation positively predicting reading amount that, in turn, positively predicts higher order reading comprehension among fifth grade students (Schaffner et al., 2013). With these results in mind, increased knowledge regarding specific classroom instructional practices that motivate students to read more, and may thus increase reading skills, are needed.

When considered as a whole, research regarding associations between early adolescents' motivation to read and reading achievement suggests further investigation into reading

instruction is needed to better understand the ways in which specific classroom instructional practices in the classroom influence positive academic adjustment in the area of reading. For educators this may help to identify classroom instructional practices that influence students' self-determined motivation to read within the middle grades language arts classroom (Wigfield et al., 2008).

Classroom Instructional Practices in the Middle Grades Language Arts Classroom

Within the extant research in literacy, there is lack of consistency regarding what constitutes an instructional practice. Many studies do not explicitly define what is meant by classroom instructional practices but provide examples and thus give an implicit definition (e.g., Pitcher et al., 2007; Wigfield et al., 2008). Other studies refer to these specific activities which occur in the language arts classroom as instructional techniques (Hammerberg, 2004), or academic tasks (Matsumura, Correnti, & Wang, 2015). In order to provide clarity and reduce confusion regarding the definition of classroom instructional practices, the current study was guided by the definitions of skills and strategies provided by Afflerbach, Pearson, and Paris (2008). Skills in reading, such decoding and comprehension, are automatic actions that result in successful meaning making when interacting with text (Afflerbach et al., 2008; Cantrell & Carter, 2009). Strategies, on the other hand, are consciously chosen, deliberate actions undertaken to support the reader in decoding and comprehending texts (Afflerbach et al., 2008; Cantrell & Carter, 2009). Examples of strategies include making predictions, self-questioning to monitor comprehension, and making inferences (Cunningham & Allington, 2011; Finn & Madeira, 2013; Raphael, George, Weber, & Nies, 2014).

Classroom instructional practices, for the purpose of the current study, are specific methods for instructing, supporting, and assessing students in the use of reading strategies and

their reading skills. Thus for the current study, classroom instructional practices were

conceptualized as specific activities and methods which enable teachers to instruct students in

utilizing reading strategies, assess how effectively students are applying the strategies, and to

further assess student reading skills, such as comprehension, in order to plan for future

instruction. The current study focused specifically on classroom instructional practices related to

comprehension. Such classroom instructional practices include graphic organizers, collaborative

discussions, literature circles, and explicit teacher modeling of reading strategies. Other

researchers have referred to these classroom instructional practices as "instructional methods"

(Pitcher et al., 2007). Much research has been conducted regarding the efficacy of classroom

instructional practices in supporting student reading achievement (Hougen, 2014; Taboada et al.,

2009). Graphic organizers, for example, are an effective instructional practice for supporting

adolescents' text comprehension (Hougen, 2014). Student-generated questioning is another

practice that has been found to predict students' reading achievement (Taboada et al., 2009).

Conceptualizing Instructional Practices
(Afflerbach et al., 2008)

Instructional practices — activities/methods to instruct and assess student use of skills and strategies.

Comprehension strategies — support skills (making inferences, self-questioning)

Comprehension skills — automatic actions which result in meaning making
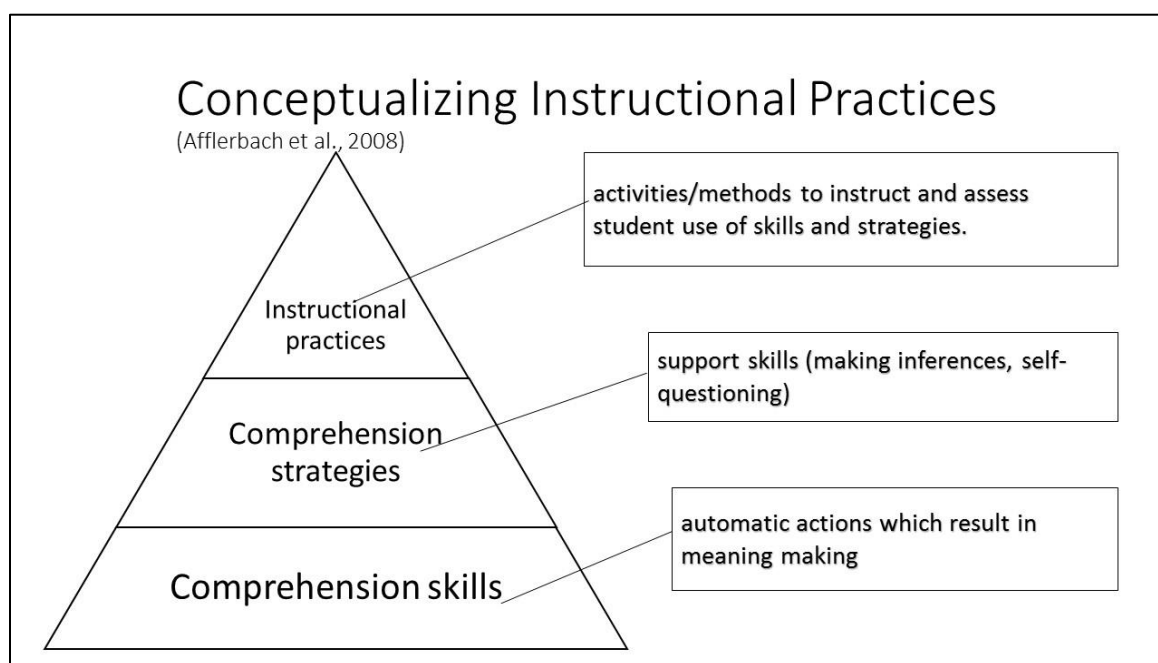
*Figure 3.*Conceptualization of instructional practices

Within specific educational content areas, there has been extensive discussion of how instructional practice should be conceptualized and differentiated from other aspects of classroom practice and academic skills. In mathematics teaching, instructional practice has been defined as what teachers need to know and be able to do in order to be effective educators who use their judgement to support the needs of their students (Ball & Forzani, 2011). Although this definition is useful in defining the role and importance of the teacher within the classroom context, the definition utilized within the current study aims to provide a more specific conceptualization of the activities (classroom instructional practices) occurring within the middle grades language arts classroom. Such a specific definition, which builds upon previous definitions of skills and strategies in reading, helps to clarify and delineate these individual specific practices from the whole of *instructional practice* as defined by Ball and Forzani.

It is acknowledged that motivation to read may vary based on a host of variables, including classroom instructional practices (Miller & Faircloth, 2014). Research utilizing the previously mentioned measures as well as other researcher-developed measures has investigated the efficacy of classroom interventions in promoting early adolescents' motivation to read (Aarnoutse & Schellings, 2003; Guthrie & Klauda, 2014). One such intervention, Concept-Oriented Reading Instruction (CORI; Guthrie & Klauda, 2014; Guthrie, McRae, & Klauda, 2007; Guthrie et al., 2004), integrates reading strategy instruction along with motivational supports such as collaborative activities and student choice of texts into thematic units which combine reading with content areas such as science and history. Results of multiple studies indicate CORI is effective for increasing students' text comprehension as well as supporting students' intrinsic motivation to read and perceived competence as a reader (Guthrie & Klauda, 2014; Guthrie et al., 2004). In one recent study of seventh grade students ($N = 615$), students

taking part in CORI showed greater gains in comprehension of information texts and in reading motivation when compared to students in the traditional instruction control group (Guthrie & Klauda, 2014).

Research has also investigated the influence of teacher selected classroom instructional practices, such as jigsaw activities and student book clubs, on early adolescents' motivation to read (Marinak, 2013). General strategies, such as offering choice within the classroom and teaching reading strategies have been found to be effective motivators for adolescent readers (Pečjak & Košir, 2008). However, little research has investigated the influence of specific classroom instructional practices drawn by middle grades language arts teachers from the adopted text series on early adolescents' motivation to read. Such practices may include graphic organizers, teacher-directed discussions, and written response to text. Investigation of specific, textbook recommended language arts classroom instructional practices may address the need for additional research that addresses questions relevant to teacher practices in the middle grades language arts classroom, guiding teachers in selecting strategies that will motivate their students in the area of reading (Kaplan, Katz, & Flum, 2012).

Influence of specific classroom instructional practices on student motivation to read. There is a great deal of research that investigates associations between classroom instructional practices in reading and early adolescents' motivation to read (Aarnoutse & Schellings, 2003; Guthrie & Humenick, 2004; Marinak, 2013). A primary focus of this research is on intervention programs that combine multiple practices theorized to promote students' motivation to read. Other descriptive studies have investigated the influence of specific individual practices on students' reading motivation. Both types of research studies are reviewed below.

Descriptive studies. Research investigating specific classroom instructional practices perceived to support students' motivation to read has been conducted through a variety of methods. Pečjak and Košir (2008) utilized multiple measures, including the MRP (Gambrell et al., 1996) to investigate the perceptions of students in third and seventh grade ($N = 2355$) regarding the influence of classroom instructional practices on students' motivation to read. Results indicate explicit instruction in reading strategies, giving students opportunities to choose reading materials, as well as modeling reading habits and strategies were positively associated with students' motivation to read.

Additional qualitative research (Pflaum & Bishop, 2004) also found students perceived choice of reading material as supportive of their motivation to read. Students in grades four through eight were asked to draw pictures illustrating a time they felt engaged in reading as well as a time they felt disengaged in reading. The students were interviewed regarding their drawings to determine what specific classroom instructional practices were being utilized within the illustrated examples of engagement and disengagement. Results indicated that, in addition to choice of texts, students indicated collaborative activities and teacher read-alouds of narrative texts engaged them in reading, whereas lack of choice and repetitive assignments were perceived as disengaging reading practices.

Intervention studies. Much recent research focuses on interventions consisting of multiple classroom instructional practices (teacher modeling, peer discussion groups, book talks, collaborative projects, etc.; Aarnoutse & Schellings, 2003; Guthrie, Klauda & Ho, 2013). Such research utilizing multiple supports and practices does not allow for a nuanced understanding of specific teacher supports and classroom instructional practices on students' motivation to read. For example, CORI is one intervention shown to support students' motivation to read and

reading comprehension through the integration of content-area texts and themes within literacy instruction that includes support in applying specific strategies. This combination of cross-disciplinary literacy (a focus on reading comprehension in content area courses such as science or social studies) and specific strategy instruction (e.g., teacher modeling of identifying main ideas and identification of text structure), when combined with elements of student choice of texts to read and problem-solving (in which students collaborate and conduct research to find possible solutions to a real-world problem), showed statistically significant increases for third grade students overall motivation to read ($N = 327$; 155 in experimental condition) in the Netherlands (Aarnoutse & Schellings, 2003). In addition, use of CORI as an intervention has been found to increase reading curiosity and involvement among third grade students ($N = 74$; 38 in experimental condition) in the Midwestern United States (Guthrie et al., 2000). Mason, Meadan, Hedin, and Cramer (2012) integrated content area literacy into both reading and writing instruction in fourth grade classrooms in an effort to increase students' ($N = 20$; 10 in each of two treatment conditions) motivation to read, measuring reading motivation with the Motivation to Read Questionnaire (MRQ). Results indicate an increase in reported levels of overall motivation, with increases in subscales for recognition for reading, and social reasons for reading implying much of the influence of the program may be on extrinsic motivation specifically (Mason et al., 2012). However, due to the implementation of the multi-faceted intervention, it is not possible to isolate the influence of specific classroom instructional practices utilized in the intervention. Additional research investigating the effects of specific classroom instructional practices is needed in order to identify main effects of these practices as well as to better understand how multiple classroom instructional practices may interact to influence early adolescents' motivation to read (Guthrie et al., 2000).

Effective Classroom Instructional Practices for Supporting Motivation to Read

Research regarding the influence of classroom instructional practices on students'
motivation to read indicates the effectiveness of some general practices for supporting early
adolescents' motivation to read. Among these are providing student choice and collaborative
activities.

One specific instructional practice – providing student choice – has been found by
research to be effective in supporting motivation to read (Guthrie, 2014). Teachers may provide a
wide range of student choice in the classroom, from student selection of teacher read-alouds
from a teacher-selected group of texts (Marinak, 2013) to provision of funds for students to
purchase self-selected books during a field trip to a book store (McTague & Abrams, 2011).
Guthrie and Klauda (2014) found a significant correlation between intrinsic motivation and
choice support among seventh grade students ($N = 615$) who were offered opportunities to self-
select texts to answer guiding questions regarding the U.S. Civil War. Additional studies have
found similar results regarding the relationship between student choice in the classroom and
adolescents' motivation to read (Aarnoutse & Schellings, 2003; Guthrie et al., 2000; Guthrie &
Humenick, 2004; Marinak, 2013; McTague & Abrams, 2011; Paterson & Elliott, 2006; Pflaum
& Bishop, 2004). Further, intervention studies implement student choice, including providing
students with opportunities to choose texts to utilize in researching a real-world problem to
develop a possible solution for the identified problem (Aarnoutse & Schellings, 2003; Guthrie et
al., 2000).

A second widely used specific instructional strategy found to be effective in increasing
adolescents' engagement and motivation to read is the use of collaborative activities such as
creation of a concrete product in relation to a real-world problem (Aarnoutse & Schellings, 2003;

Guthrie, et al., 2000; Guthrie & Humenick, 2004) and paired reading (Pflaum & Bishop, 2004).

According to teacher reports, fifth grade students ($N = 76$) who took part in collaborative jigsaw

activities (in which a text is broken into chunks, with each group assigned one chunk to focus on

and teach to their classmates) were highly engaged during reading tasks and discussion, and

asked to continue the task beyond the regularly scheduled reading time (Marinak, 2013).

Teachers also noted students took ownership of reading when the jigsaw strategy was

implemented in the classroom, stating they were becoming experts so they could teach others in

the class (Marinak, 2013). Additional research indicates students perceive literature circles, in

which students read and discuss a text in a small group, as an engaging instructional practice in

their language arts classroom (Pflaum & Bishop, 2004).

Much of the existing research addresses students' needs indirectly through classroom

instructional practices chosen to motivate students based on their hypothesized ability to meet

these needs. However, more research that directly investigates the influence of specific

classroom instructional practices on students' needs is needed to inform theory by confirming

previously hypothesized connections between specific classroom instructional practices and

students' needs.

Classroom Instructional Practices that Support Students' Needs

Although there is a great deal of research regarding the influence of general classroom

instructional practices on adolescents' motivation to read, less is known regarding the influence

of specific classroom instructional practices on early adolescents' needs for competence,

autonomy, and relatedness. Increased knowledge of classroom instructional practices that

support students' needs for competence, autonomy, and relatedness can guide teachers and

curriculum writers in selecting classroom instructional practices to best support students in the

classroom. In the current study, it was hypothesized that certain general categories of classroom instructional practices will meet students' needs for competence, autonomy, and autonomy. For example, classroom instructional practices in which collaboration with peers and the teacher are emphasized were hypothesized as supportive of students' need for relatedness (Niemiec & Ryan, 2009). Each category of classroom instructional practices within the hypotheses is aligned with one need it is most likely to fulfill, however it is likely some classroom instructional practices will be associated with more than one need. For example, classroom instructional practices that provide student opportunities to collaborate with peers and teachers may also be perceived as supportive of students' need for competence due, in part, to the opportunities such activities provide for students to get ongoing feedback from the individuals with whom they are collaborating (Niemiec & Ryan, 2009).

As both SDT and stage-environment fit theory recognize contextual factors such as classroom instructional practices may serve to support or hinder early adolescents' needs, research that investigates the influences of classroom instructional practices specifically on early adolescents' sense of competence, autonomy, and relatedness is still needed. In a recent correlational study, Pečjak and Košir (2008) investigated associations between teacher-reported ($N = 128$) specific classroom instructional practices (i.e., explicit strategy instruction, teacher read-alouds) and student-reported ($N = 2355$) motivation to read. They found specific strategy instruction and student choice of reading materials were positively associated with seventh grade students' perceived competence (Pečjak & Košir, 2008). These initial findings demonstrate promise in identifying specific classroom instructional practices that are supportive of students' needs for competence. However, additional research is necessary as only a narrow range of teacher practices were included in the study (for instance, no examples of specific strategies

taught or the methods of teaching those strategies was addressed) and students' needs for autonomy and relatedness were not addressed.

Practices that may support early adolescents' needs for autonomy (through choice) and relatedness (through collaboration support) are often utilized within intervention research. However, students' needs for competence, autonomy, and relatedness are not often specifically addressed. For example, additional investigation of Concept-Oriented Reading Instruction (CORI) as an intervention for supporting early adolescents' motivation to read indicates seventh grade students ($N = 615$) who took part in the CORI intervention reported higher levels of choice and collaboration support than students in the traditional instruction control condition (Guthrie & Klauda, 2014). Additional analysis indicated a positive association between students' reported intrinsic motivation and perceptions of collaboration support and choice support (Guthrie & Klauda, 2014). Identification of specific practices perceived as supporting students' needs can provide more nuanced insight into which practices support students' motivation to read.

Student Perceptions of General Classroom Instructional Practices

Student perceptions of specific classroom instructional practices and their influence on motivation have not been extensively studied. Much of the existing research regarding student perceptions has focused on teacher behaviors such as enthusiasm (Anderman, Andrzejewski, & Allen, 2011), and restricting students' opportunity to voice opinions (Assor, Kaplan, Kanat-Maymon & Roth, 2005; Zhang, 2013). Research has also investigated student perceptions of general classroom practices such as participation structures and support of collaboration, scaffolding, and student opportunities for decision-making (Anderman et al., 2011; Wang & Eccles, 2014). The studies discussed below address student perceptions of classroom instructional practices, either in the general academic context or in a more content specific

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context (mathematics, language arts, etc.) and the relationships between those practices and student motivation and engagement.

Mixed method research investigating students' perceptions of classroom instructional practices and teacher behaviors has helped to identify classroom elements that promote adolescents' academic motivation. Anderman et al. (2011) investigated the practices of high school teachers perceived by students as fostering supportive motivational and learning contexts. Teachers were identified using student reports from an initial survey ($N = 2864$). Four teachers (2 in science and 2 in social studies) were purposefully selected and observed on multiple occasions in order to identify motivating teacher behaviors and practices within the classroom. These behaviors and practices were utilized to develop a grounded model of supportive motivational and learning contexts, which included the influences of teacher strategies and practices for managing the classroom, supporting student understanding, and building and maintaining rapport in the classroom (Anderman et al., 2011). Results indicate teachers, identified by their students as creating motivation-supportive classrooms, demonstrated general teacher behaviors such as enthusiasm, interest in students, and response to help seeking, and utilized general classroom instructional practices such as varied participation structures. In addition, the identified teachers utilized supports such as monitoring and scaffolding (Anderman et al., 2011). Utilizing student reports to select teachers for observation allowed for an in-depth investigation of teachers who, by creating a motivating classroom environment, were hypothesized to meet students' needs. However, more direct investigation of classroom factors such as classroom instructional practices and their influence on students' needs and motivation is still needed.

Additional research investigating teacher behaviors and classroom instructional practices in the math classroom has indicated differences in student perceptions based on personal factors

such as gender and achievement. Wang and Eccles (2014) examined seventh grade students' (*N* = 2950) and teachers' (*N* = 132) perceptions of four aspects of math classroom climate hypothesized to be associated with math achievement via the meeting of students' needs. These aspects included authentic instruction (relevant to student goals and interests), collaboration promotion (student opportunities to work with peers to support and deepen understanding), autonomy support (student opportunities to make decisions in class), and teacher social support (teacher caring and support) through the use of a classroom climate survey. Gender differences in student perceptions were evident, in that females reported higher perceived levels of collaboration promotion, autonomy support, and teacher social support, but lower levels of authentic instruction compared to their male peers (Wang & Eccles, 2014). Multilevel analyses indicate students with higher levels of math achievement reported more favorable perceptions of all four aspects of classroom climate (Wang & Eccles, 2014). These results indicate the importance of considering student characteristics such as gender and achievement in creating classroom climates that meet their needs. Future research that more clearly differentiates between teachers' behavioral and classroom instructional practices is needed in order to gain a more nuanced understanding of how such practices influence students' academic motivation.

Student Perceptions of Language Arts Classroom Instructional Practices

Research has investigated students' perceptions of classroom instructional practices related to reading within multiple subject area contexts. In a qualitative study of early adolescents' (grades 4-8) perceptions of engaging classroom instructional practices, participants (*N* = 20) drew pictures of a time they were engaged in learning and a time they were not engaged (Pflaum & Bishop, 2004). Analysis of the drawings and interview transcripts focused on classroom instructional practices related to reading, regardless of the content area. Students

viewed teacher read-alouds, independent silent reading, and literature circles as engaging classroom instructional practices (Pflaum & Bishop, 2004). The use of student drawings to investigate student perceptions of classroom instructional practices allows for a more personalized understanding of the ways such practices may influence self-determined motivation to read. Although this work is promising, inclusion of both student and teacher perceptions is necessary in order to understand the impact of these instructional practices in the dynamic classroom environment.

Research has also investigated students' perceptions of instructional practices within the language arts classroom. The conversational interview section of the Adolescent Motivation to Read Profile (AMRP) was utilized to ascertain classroom activities viewed as enjoyable by middle and high school students (Pitcher et al., 2007). The results indicated teacher read-alouds, literature circles, and sustained silent reading time were activities the students enjoyed within their language arts classroom (Pitcher et al., 2007). Teacher modeling of strategies was also mentioned by students as promoting motivation for academic reading (Pitcher et al., 2007). While the use of measures such as the AMRP has been cited as important for purposeful selection of classroom instructional practices to motivate students to read (Pitcher, et al., 2007), such available measures do not include specific classroom instructional practices.

The research discussed above adds much to our understanding of student perceptions of classroom instructional practices and how they influence student motivation. Research that directly examines student perceptions of specific classroom instructional practices in the language arts classroom is needed in order to understand associations between students' needs and their self-determined motivation to read. Such research may enhance teachers' ability to

effectively select classroom instructional practices that meet students' and support their self-determined motivation to read.

Teacher Perceptions of General Classroom Instructional Practices.

As with student perceptions, teachers' perceptions of classroom instructional practices and their influence on early adolescents' motivation have not been extensively studied. Recent research has investigated teacher perceptions of general classroom instructional practices (Kiefer, Ellerbrock, & Alley, 2014; Wang & Eccles, 2014) and practices specific to reading and language arts (Delaney et al., 2014; Finn & Madeira, 2013; Marinak, 2013). Such research may add to current understandings regarding teacher perceptions of classroom contextual factors through investigation of teacher practices hypothesized to meet students' needs (Kiefer et al., 2014; Wang & Eccles, 2014).

Research investigating both student and teacher perceptions of the classroom context, including classroom instructional practices, has indicated differences in student and teacher perceptions as well as differences in the factors that influence these perceptions. For example, Wang and Eccles (2014) examined seventh grade students' ($N = 2950$) and teachers' ($N = 132$) perceptions of four aspects of the math classroom (i.e., authentic instruction, collaboration promotion, autonomy support, and teacher social support) through the use of a classroom climate survey. Multilevel analyses indicated teachers in classes with students who had higher average math scores according to a standardized achievement test reported higher levels of authentic instruction (Wang & Eccles, 2014). In addition, there was a small positive relationship between student and teacher reports of autonomy support and promotion of collaboration, although no relationship was evident for student and teacher reports of authentic instruction and teacher social support (Wang & Eccles, 2014). This finding is similar to previous research regarding

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classroom practices, that found small correlations between student and teacher reports regarding classroom practices ranging from .18 to .35 (McCombs & Lauer, 1997). Although these correlations are significant, their small size indicates a lack of complete alignment between student and teacher perceptions. The findings indicated student perceptions of the classroom context were affected by personal factors such as gender, whereas teachers' perceptions were affected by school-level factors, such as student-teacher ratio (Wang & Eccles, 2014), indicating personal and contextual factors need to be considered in future research. As student and teacher interactions often set the tone for early adolescents' classroom experiences, additional research investigating student and teacher perceptions of classroom instructional practices can further understanding of how and why these perceptions may differ.

In addition to the importance of instructional strategies in supporting student motivation, qualitative research indicates students and teachers both view classroom instructional practices that afford students opportunities to interact meaningfully with peers and teachers as important for early adolescents' motivation (Kiefer et al., 2014). Teachers perceived practices such as cooperative activities, which allowed students opportunities to positively engage with classmates, and hands-on learning activities as supporting early adolescents' motivation in the classroom (Kiefer et al., 2014). These findings were further supported by student comments indicating working with classmates and engaging in hands-on activities made them feel more motivated to learn (Kiefer et al., 2014), much like students in previous research (Pflaum & Bishop, 2004). As with much of the previously discussed research, Kiefer et al. address the meeting of students' needs indirectly, focusing on motivation as an outcome based on the meeting of these needs. Future research directly investigating the influence of instructional factors on students' needs will add depth to current understanding of how such practices support

or hinder early adolescents' motivation through supporting their needs for competence, autonomy, and relatedness.

Teacher Perceptions of Language Arts Classroom Instructional Practices

Teacher perceptions of classroom instructional practices and their influence on early adolescents' motivation to read and reading achievement have been investigated through the use of quantitative measures (e.g., Finn & Madeira, 2013), qualitative data sources such teacher field notes (e.g., Marinak, 2013) and mixed method research utilizing both surveys and interviews (e.g., Delaney et al., 2014). Finn and Madeira (2013) used an internet survey to collect fifth and sixth grade teachers' ($N = 11$ teachers of 21 students identified as male struggling readers) perceptions of classroom instructional practices that increased students' intrinsic motivation, self-efficacy, and social motivation for reading. Survey results indicate teachers viewed collaborative groups, individual accountability for group work, and student choice of reading materials as effective classroom instructional practices for motivating this specific sub-group of readers (Finn & Madeira, 2013). Increases in students' fluency and comprehension were used to support the overall efficacy of the various practices utilized by teachers in the study, yet changes in students' motivation were not examined nor was there an investigation pinpointing specific practices shown to be effective. Although this descriptive study contributes to the literature through its focus on teacher perceptions of student motivation, additional research that includes student perceptions of specific instructional strategies is needed.

Mixed method research investigating teacher and student perceptions of literacy-focused classroom instructional practices indicates a lack of congruence between student and teacher perceptions of motivating classroom instructional practices. Guided by Applegate and Applegate's (2004) research regarding the importance of teacher attitude toward reading for

supporting students' motivation, Delaney et al. (2014) compared students' ($N = 332$) and

teachers' ($N = 11$) perceptions regarding motivating classroom instructional practices in grades

six through twelve in the area of reading. The research involved teachers in several content areas

including reading, science, and social studies. Students completed the Adolescent Motivation to

Read Scale – Revised (AMRS-R), which includes subscales regarding students' self-concept as a

reader, value of reading, and value of reading instruction (Delaney et al., 2014). Class means for

these three subscales were then analyzed to give an overall view of each classes' motivation to

read (Delaney et al., 2014). Teachers concurrently completed the Teacher Motivation Profile,

which consisted of a survey and conversational interview. Student survey results from all

classrooms indicated low scores on all subscales, ranging from an overall mean score out of 100

of 43 for value of reading to 55 for self-concept as a reader (Delaney et al., 2014). Classroom

instructional practices in the teacher measure included reading aloud, use of multicultural

literature, and use of technology (Delaney et al., 2014). Although the results raise important

points about differences in student and teacher perceptions of classroom instructional practices,

additional information is needed to identify specific practices perceived differently by these two

groups. For example, student survey responses indicated meaningful integration of technology

was a motivating factor in the classroom, however, teachers often did not realize the value of

technology to their students (Delaney et al., 2014). Considering the low motivation reported by

these students, knowledge of specific practices perceived as motivating is vital to supporting

their growth as readers.

Mixed method research informed by expectancy-value theory has investigated the

influence of a teacher-planned intervention on the reading motivation of fifth grade students

(Marinak, 2013). The semester-long intervention consisted of three purposefully chosen

classroom instructional practices: student selection of teacher read-alouds, jigsaw activities, and literature circles (Marinak, 2013). Participants included fifth grade students ($N = 76$; 32 in treatment group and 44 in control group) from four classrooms in two schools, along with their teachers ($N = 4$) and support personnel (reading specialists, learning support teacher) from the treatment school. Students in both conditions completed the Motivation to Read Profile (MRP; Gambrell et al., 1996) before and after the intervention period in order to measure changes in students' overall motivation to read (Marinak, 2013). Teacher field notes and emails between teachers and researchers served as qualitative data analyzed to gain an understanding of why and how changes in students' motivation occurred. Although analysis of MRP results indicated statistically significant increases in motivation among students who took part in the intervention compared to the control group, qualitative data added information regarding which practices implemented by teachers were observed to increase students' engagement and interest in reading. Teachers' field notes and e-mail exchanges indicated jigsaw activities and book clubs led to more on-task student behavior (Marinak, 2013). Teachers also noted increased student interest for reading books selected for teacher read-alouds, with books not selected often borrowed by students for independent reading (Marinak, 2013). Although qualitative teacher data add depth to the results of the study, motivation and the meeting of students' needs was not addressed.

In reviewing studies that investigated teacher and student perceptions of classroom instructional practices, it is clear that the perceptions of these two groups rarely fully converge. Given this, there is a need to include both student and teacher perceptions of classroom factors in order to avoid biases that may be held by either group as well as to identify differences in these perceptions (Delaney et al., 2014; Wang & Eccles, 2014). This may provide for a more comprehensive understanding of how and why the perceptions of these two groups differ within

the interactive context of the classroom. Much of the current research indirectly investigates classroom influences on student needs through measures of student motivation. Research directly investigating the influence of classroom instructional practices on students' needs for competence, autonomy, and relatedness is needed to clarify how these practices support student motivation. Research that comes closer to direct investigation of the fulfillment of students' needs offers initial evidence indicating the potential of research directly investigating the influence of classroom instructional practices on adolescents' needs for competence, autonomy, and relatedness more. Pečjak and Košir (2008) found a positive relationship between the frequency with which seventh grade teachers explicitly taught reading strategies and students' perceptions of competence in reading. Research investigating student and teacher perceptions of specific classroom instructional practices that meet students' needs in the middle grades language arts classroom is still needed in order to effectively identify those practices that support students' needs and self-determined motivation to read.

Teacher Selection of and Access to Classroom Instructional Practices

Curriculum materials, such as adopted textbook series, are well positioned to influence teachers' choice of classroom instructional practices, as they are easily accessible (Ball & Cohen, 1996; Grossman & Thompson, 2008). Such adopted materials are often utilized to ensure common curricular elements across classrooms, schools, and districts (Ball & Cohen, 1996). Given that teachers have historically depended on textbooks to guide classroom instruction (Grossman & Thompson, 2008), adopted textbook series served as a primary source of classroom instructional practices for inclusion in the current study. Research indicates new and experienced teachers depend on adopted curriculum materials for reasons ranging from demands for curricular fidelity to lack of awareness of other available resources (Delaney et al., 2014).

Further, teachers often read curriculum materials with their students in mind as they select classroom instructional practices (Remillard, 2005; Sherin & Drake, 2004). Because teachers often take their students into consideration when selecting curriculum materials, it is important to study the convergence of student and teacher perceptions when investigating the influence of these practices on students' self-determined motivation to read.

Teachers often depend on readily available materials such as adopted textbook series teacher guides to provide classroom instructional practices, but may use these resources without critically analyzing them (Grossman & Thompson, 2008; Remillard & Bryans, 2004). For example, in their investigation of three novice middle level language arts teachers' use of curriculum materials, Grossman and Thompson (2008) found that beginning teachers (those in the first four years of their education career) were often not aware of the various types of curriculum materials available to them. This subgroup of beginning teachers was selected from a larger sample ($N = 10$) of beginning teachers who took part in a longitudinal study in which data collected included individual and group interviews, classroom observations, and documents from the school district and individual teachers' classes (Grossman & Thompson, 2008). Grossman and Thompson (2008) found these beginning teachers tended to use adopted curriculum materials even when they viewed these materials as having limitations. In one study, analysis of Teacher Motivation Profile (TMP) results indicated language arts teachers ($N = 11$) in five states who had between six and fifteen years of experience reported various constraints in choosing curriculum materials as a result of demands for curricular fidelity (Delaney et al., 2014). Additional research also indicates an increased focus by policy makers and schools on pacing guides and fidelity demands that proscribe adherence to the adopted curriculum (Grossman & Thompson, 2008). Another reason teachers reported adhering to the adopted textbook series was

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the close alignment between textbook content and state assessments (Delaney et al., 2014). These various constraints and pressures converge to keep adopted text series at the center of classroom instruction.

Measures of Teacher Classroom Instructional Practices

Few measures regarding teacher perceptions of classroom instructional practices are available in the current research. The two measures discussed below most closely align with the definition of classroom instructional practices utilized within the current study. Discussion of these measures provides an overview of gaps present in the tools currently available for research into teacher perceptions of classroom instructional practices.

Assessment of Learner-Centered Practices measure. The Assessment of Learner-Centered Practices (ALCP; McCombs & Lauer, 1997) is a subcomponent of the Learner-Centered Practices Battery (LCPB), which consists of student and teacher reports, teacher reports of colleagues' classroom practices, and parent reports regarding classroom practices and learning (McCombs & Lauer, 1997). The goal of the LCPB is to provide teachers with data regarding their own beliefs and classroom practices for the purposes of reflection and to identify areas for professional development (McCombs & Lauer, 1997). The battery has parallel forms that examine student and teacher perceptions of teacher use of general, learner-centered classroom instructional practices (McCombs, et al., 2008; McCombs & Lauer, 1997). These general practices include creating positive interpersonal relationships, encouraging higher-order thinking, and adapting instruction to meet individual student differences, but do not include specific classroom instructional practices (McCombs & Lauer, 1997). For example within the broad category of encouraging higher-order thinking, specific classroom instructional practices such as posing higher-order questions to students, along with student evaluation of sources, better align

with the definition of classroom instructional practices as specific methods for instruction and assessments of students. Thus, the practices included within this measure are not specific enough to provide nuanced understanding of how teachers perceive particular classroom instructional practices as meeting students' needs. The current study sought to fill this gap through the creation and validation of a measure investigating teacher and student perceptions of specific classroom instructional practices.

Teacher Motivation Profile measure. The Teacher Motivation Profile (TMP; Delaney et al., 2014) is a measure of teachers' efficacy and perceptions of classroom instructional practices used in the classroom. The TMP is based on the Adolescent Motivation to Read Survey-Revised (AMRS-R; Pitcher, Albright, & McNary, 2011 as cited by Delaney et al., 2014), a measure that is currently unpublished and not available. The TMP utilizes a mixed method approach including a teacher survey and follow-up open-ended interview questions. The survey measure has two subscales: teacher self-concept and instruction of reading (Delaney et al., 2014). Classroom instructional practices mentioned by the authors include teacher read-alouds, multiple choice and short response questions, and graphic organizers (Delaney et al., 2014). However, it is unclear what specific classroom instructional practices are included in the survey, as only two sample items are provided. Additional classroom instructional practices such as inclusion of technology are elaborated on in follow-up interviews. As with the survey, it is unclear whether such practices are mentioned in the interview questions themselves or are mentioned by teacher participants in response to questions in the interview as no specific information on interview questions is provided. Although creation and pilot testing of the TMP is mentioned, no discussion of psychometric properties is included, nor is a full version of the measure provided for use in subsequent studies.

The need for a Language Arts Reading Practices Measure

Self-determination theory and stage-environment fit theory, along with available research, highlight the importance of meeting early adolescents' needs (competence, autonomy, relatedness) in order to nurture their motivation within the learning context (Deci & Ryan, 2002; Eccles & Roeser, 2011). Specific classroom instructional practices are a critical component of student and teacher daily interactions, yet there are no measures currently available that assess student and teacher perceptions of how specific classroom instructional practices are utilized to meet students' needs. Given that intrinsic motivation, along with elements of extrinsic motivation such as compliance and competition, are correlates of reading achievement (Becker, McElvany, & Kortenbruck, 2010; Froiland & Oros, 2013; Medford & McGeown, 2012; Park, 2011; Taboada et al., 2009), further research is needed to identify specific classroom instructional practices that support self-determined motivation to read through meeting students' needs.

Summary and Gaps in the Literature

Research has indicated significant relationships between motivation to read and reading achievement in general (Guthrie et al., 2013; Kelley & Decker, 2009; Mucherah & Yoder, 2008) as well as more specific aspects of reading achievement such as reading comprehension skill (Ho & Guthrie, 2013). Declines in early adolescents' motivation to read (Kelley & Decker, 2009; Lepper et al., 2005) are increasingly salient concerns given the current focus on achievement in the middle grades (Hervey, 2013). However, little is known about the influence of specific language arts classroom instructional practices on adolescents' needs and self-determined motivation to read. This purpose of this study was to address limitations in the current literature

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including a lack of research investigating the perceptions of both students and teachers, and the need to recognize the dynamic nature of the classroom context.

First, despite the fact students and teachers may perceive classroom instructional practices very differently (Stroet et al., 2013), little research has considered the perspectives of both students and teachers within the literacy classroom. These different perceptions between students and teacher may have theoretical implications regarding how students' needs are being met in the classroom, as well as the promotion of student motivation (Stroet et al., 2013). Research investigating the perceptions of both students and teachers in the literacy classroom is needed to clarify how specific aspects of this context, including classroom instructional practices, promote student motivation through the support of their needs.

It is also vital to view the classroom as a dynamic context in which the meeting of students' needs is influenced by interactions between students, teachers, and the classroom instructional practices implemented (Deci & Ryan, 2002). Students' motivation within the classroom is influenced by student perceptions of how these interactions support their needs (Deci & Ryan, 2002). However, little research has directly addressed the ways classroom instructional practices, a core component of the middle grades classroom context, are perceived by students to meet their needs. The current study addressed these limitations by developing and validating a measure that assesses student and teacher perceptions of the influence of language arts classroom instructional practices on early adolescents' needs and self-determined (intrinsic) motivation to read.

Research investigating student and teacher perceptions is necessary to gain a more nuanced understanding of the extent to which the perceptions of these two groups converge and how the convergence, or lack thereof, affects the degree to which students' needs are met.

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Examining the extent to which classroom instructional practices meet students' needs may provide insight into specific literacy-based classroom instructional practices that promote self-determined motivation to read among early adolescents. Investigating both student and teacher perceptions of classroom instructional practices may allow for better understanding the role of instructional strategies in promoting student self-determined motivation to read and have theoretical and practical implications for promoting literacy classroom instructional practices that are responsive to adolescents' needs and that support their self-determined motivation to read.

Chapter III: Method

The purpose of this study was to empirically create and validate a measure to assess student and teacher perceptions of comprehension-focused language arts classroom instructional practices on early adolescents' needs and, through these, their self-determined (intrinsic) motivation to read in the language arts classroom. In order to accomplish this, classroom instructional practices made available to teachers through adopted textbook series were investigated and the results of this investigation were utilized to select practices for inclusion in the measure. This measure, the Language Arts Reading Practices Survey (LARPS), was then validated with a sample of middle grades students and teachers.

The following chapter details the methods used within the current study. First, the initial development of the instrument is discussed, including textbook analysis, expert input, and cognitive interviewing. Next, a description of participants for the validation study is provided, followed by procedures for participant recruitment and data collection. Next, an explanation of the measures used to collect data from students and teachers is provided. The analyses used to answer each research question is explained. Finally, a discussion of ethical considerations of the study is provided.

Research Design

Based on the theoretical frameworks of self-determination theory (Ryan & Deci, 2000a; 2009) and stage-environment fit theory (Eccles et al., 1993; Eccles & Roeser, 2011) as well as defined constructs (i.e., classroom instructional practices, comprehension), items were developed, revised and validated through a process involving two phases. The first phase

consisted of an adopted textbook series analysis, expert reviews, and cognitive interviewing. The second phase consisted of a validation study involving student and teacher participants.

Phase 1: Development of the Language Arts Classroom Instructional Practices Survey (LARPS)

      Procedures. Separate but parallel student and teacher versions of the Language Arts Reading Practices Survey (LARPS) were created. Devellis' (2012) guidelines for instrument development were utilized in this study, as they provide clear steps to creating a measure based on existing measures and research regarding effective measure development. The LARPS was developed to include a variety of specific classroom instructional practices for supporting text comprehension of on-level middle grades students used within the language arts classroom. Items were selected through a quantitative content analysis of adopted textbook series' teacher guides. After initial item selection, the measure underwent expert review and cognitive interviews to provide initial evidence of construct and respondent processes validity. The steps taken to create the final version of the LARPS are discussed in the following section.

      Construct definition. The first step in the creation of an instrument is to determine what is being measured based on the identified theoretical frameworks and literature (DeVellis, 2012). The literature presented in Chapter 2 allowed the author to establish clear definitions of the constructs under investigation, including what constitutes a classroom instructional practice and the needs in the language arts classroom (competence, autonomy, relatedness) related to students' self-determined motivation to read. Student motivation and needs were identified utilizing SDT (Ryan & Deci, 2000a; 2009) and stage-environment fit theory (Eccles et al., 1993; Eccles & Roeser, 2011). A definition of classroom instructional practices for the study was

guided by recent research (Afflerbach et al., 2008; Cantrell & Carter, 2009) and by the

Association for Middle Level Education's *This We Believe* (2010) as discussed in Chapter 2.

   Textbook analysis and initial item selection. After determining constructs to be

addressed in the LARPS, the next step of this study was an analysis of school or district-adopted

middle grades language arts textbook series to identify commonly available classroom

instructional practices focused on text comprehension for on-level readers. Practices were chosen

based on a quantitative content analysis (Weber, 1990) of currently adopted middle grades

language arts textbook series in two states, Florida and California (See Table 1 for textbook

information). These states were chosen as they are textbook adoption states with large student

populations and are two of three states that make up approximately a third of the nation's K-12

textbook market, with Texas being the third (Finn & Ravitch, 2004). Of the three, California and

Florida have the least overlap in textbook publishers, while the adopted series for Texas includes

publishers on the list of adopted series for both California and Florida. Thus the inclusion of both

California and Florida provided for the most variety of representation in publishers within the

textbook analysis. While Florida's most recent language arts textbook adoption went into effect

in the 2014-2015 academic year (FDOE, 2014a), California's most recent language arts textbook

adoption was in 2009 (CDOE, 2015), which is comparable to Texas' most recent adoption in

2010 (TEA, 2015).

   Most commonly presented practices for text comprehension were identified utilizing

quantitative content analysis (Weber, 1990) within the Teachers' Editions for the selected series.

Quantitative content analysis is the process of counting the occurrences of meaning units, which

can include words, phrases, sentences, or themes (Weber, 1990). Content analysis is versatile and

can be used for a variety of purposes, including the identification of trends within documents

(Weber, 1990). The following steps (Weber, 1990) were followed in conducting this quantitative content analysis:

1) The recording units were defined as phrases, and sentences. These units were considered to support the identification of classroom instructional practices both by direct naming of these practices within the texts and by other cues such as the format of the sentence in which the practice occurred.

2) Code categories were defined. In this study, definition of code categories at this point did not include the creation of pre-defined codes in order to ensure the codes created were representative of all comprehension-based classroom instructional practices found throughout the sample. It was decided that, due to the interactive and multi-faceted nature of classroom instruction, categories would not be mutually exclusive. This is an example of simultaneous coding where two or more codes can be applied to the same meaning unit (Saldaña, 2013). Thus, a meaning unit within the textbook could be coded under multiple code categories of classroom instructional practices. For example, a whole class discussion of questions addressed to the class by the teacher could be coded under both "whole class discussion" and "teacher-directed questions."

3) A sample of text was test coded. Initial coding (Saldaña, 2013) was utilized, allowing the PI to create new codes as classroom instructional practices were identified within the texts. One textbook was coded to determine the level of ambiguity within the texts during the identification of classroom instructional practices (Weber, 1990).

4) The sample text was re-coded by the PI to assess accuracy of coding. This involved the identification of all pertinent classroom instructional practices within the text, and

new codes were created to identify distinct classroom instructional practices. The established definition of classroom instructional practices, along with pertinent extant literature, was reviewed, with codes compared to this definition to insure clarity and adherence to this definition.

5) Coding rules were revised. Codes that represented items not fitting the definition of classroom instructional practices based on extant literature and the study definition were dropped and no additional instances of these codes were recorded in remaining texts.

6) Remaining texts were coded by the PI utilizing the revised codes and data were entered into the spreadsheet by the PI or a trained data entry assistant. Quality checks consisting of a random ten page selection from each textbook were conducted to reduce the possibility of errors during data entry.

7) A trained researcher coded a randomly selected 50 page selection for purposes of inter-rater reliability. This resulted in a numerical rating of interrater reliability, Cohen's κ.

8) Once initial coding was completed, focused coding (Saldaña, 2013) was utilized to organize initial codes into related categories and, in some cases, to combine multiple codes into a single coherent code (e.g. character map, vocab-o-gram, 3 column chart and other graphic organizers were organized into a single graphic organizer category).

Fifteen classroom instructional practices related to reading comprehension were selected for inclusion in the initial draft of the LARPS based on the textbook analysis to maximize the likelihood that the practices included within the measure are recognized and utilized within the participants' language arts classrooms. Including a variety of classroom instructional practices

allows for representation of practices that are teacher- and student-directed, as well as individual and group-oriented practices (Kucer, 2009).

Expert input. Once an initial item pool was created and the initial measure format was drafted, it was distributed to an expert group for content validation. Validation group members consisted of two researchers in the area of literacy and secondary language arts teaching, one researcher in the area of motivation with an expertise in SDT, one measurement expert, and two middle school language arts teachers with at least five years' experience in the classroom (See Appendix D for information on expert panel member qualifications). Each expert was provided with a draft of the LARPS (both student and teacher forms) as well as an additional form breaking down the separate components of both measures (descriptions of classroom instructional practices, response stems, etc. (See appendices A and B for draft versions of LARPS-S and LARPS-T, respectively, and Appendix C for expert panel feedback form). Each expert was asked to provide written feedback regarding each item and the overall measure. After individual feedback was received, meetings with members of the validation group occurred in small stakeholder groups. The timeline for this process was approximately ten days for individual feedback, with group meetings one week afterward. The expert input allowed for specific feedback regarding the practices included, organization of the measure, utilization of SDT within the measure, and the readability/clarity of the measure from individual experts The PI sought to reach consensus regarding feedback from each stakeholder group by looking for patterns in feedback within and across all groups prior to making any recommended changes and modifications to the measure.

Item revision through cognitive interviews. Following expert input and modifications to the measure, cognitive interviews (Willis, 1999) were utilized to provide additional evidence of

construct as well as response processes validity (American Educational Research Association;

AERA, 2014). Cognitive interviews provided an opportunity for the researcher to assess the

degree to which individuals representative of the study population understood both the measure

items and directions (Smith & King, in press). Four middle grades students (two high achieving

readers and two lower achieving readers) from one participating school within the full validation

study were selected through teacher nomination to take part in cognitive interviews. Teachers

were asked to nominate students based on their performance in the language arts classroom, with

high achieving students identified as those who consistently earn A grades in class and lower

achieving students identified as those who consistently earn a C- or below. Inclusion of both high

achieving and lower achieving readers was utilized to increase the likelihood that all students,

regardless of level of achievement, will understand and respond to the items based on their

experiences in the classroom. Cognitive interviews were utilized to assess the interpretability and

readability of items in the measure and the response format from the perspective of the possible

sub-populations completing the LARPS. Specifically, retrospective probing (Willis, 1999) with a

combination of scripted (pre-planned) and spontaneous (developed during the interview) probes

were utilized to determine students' understanding of measure items and their ability to complete

the measure unaided. Pre-planned probes were created based upon the items and specific

response format (verbiage, etc.) resulting from textbook analysis and expert panel input. The

combination of both pre-planned and spontaneous probes within cognitive interviews was

utilized. Research indicates this combination often results in the most productive interviews as

the scripted probes provide a common framework and the spontaneous probes allow for the

identification of differences that may occur within individual interviews (Smith & King, in press;

Willis, 1999). Specific categories of probes included comprehension/ interpretation probes (e.g.,

What does it mean to respond to a question orally) and paraphrasing probes (e.g., *Can you*

explain the directions in your own words; Willis, 1999).

Phase 2: Validation Study

Participants. Student and teacher participants in grades six through eight were recruited

from two schools within a rural school district in the Southeastern United States. This school

district was selected based on willingness to recruit teacher and student participants and interest

in the research project. School A, a K-8 school, had 534 students in grades 6-8 while School B, a

middle school, had 580 students. Within this district, 66.6% of students were eligible for free and

reduced lunch, 2.9% were English Language Learners, 12.5% of students had an IEP, and 31.9%

were from an ethnic minority background during the 2015-2016 school year. Parental consent

forms were returned for a total of 224 students, which represents 20.9% of total eligible

enrollment across both schools (43.9% and 4.3% for Schools A and B respectively). Parents

declined student participation on 5 of these consent forms, and an additional 9 students did not

take part in the survey despite having parental consent (i.e., they did not come to one of the

survey administrations or they did not assent). Eight teachers and two-hundred ten students were

present and gave assent to participate in the study (100 - 33.33% of the language arts teacher

body and 39.2 - 4.1% of the total eligible student body for the two schools respectively).

Additional information regarding the demographics of study participants is provided in Table 3

(teachers) and Table 4 (students).

Race and ethnicity statistics collected for this study were categorized differently from the

manner in which these demographics are collected by the school (specifically in regards to those

who identify as Hispanic). Thus, students who identified as being of Hispanic ethnicity on the

study demographic form were also directed to indicate their race (white, African American, etc.).

This made the percentage of participating students who identified as white or African American higher than it would have been had data been collected in the same manner utilized by the school district.

There were more student participants at School A (187) than School B (23). In order to establish that participating students from both schools did not significantly differ from one another in terms of demographics, a series of independent-samples t-tests were conducted. There was no significant difference in gender distribution of participating students in School A (M= .524, SD=.50) and School B (M=521, SD=.51); t(208)=0.02, p=.98. There were no significant differences in racial demographics of participating students in School A (M=3.08, SD=1.06) and School B (M=2.87, SD=.97); t(208)=.91, p=.36, in distribution of Hispanic students in School A (M=.26, SD=.19) and School B (M=.30, SD=.10); t(208)=-.49, p=.63, or age distribution of participating students in School A (M=12.56, SD=1.05) and School B (M=12.57, SD=1.08); t(208)=-.04, p=.97. In addition, no significant differences in responses to the LARPS-S were evident between the participating schools. Thus, the sample was analyzed as one group.

Procedures

Recruitment of teacher participants. All middle and K8 schools in the participating school district were invited to take part in the study. Administration at three schools accepted this invitation. The PI collected data at two schools. Data collection was impeded at the third school by testing and other scheduling issues. Teachers were recruited with the assistance of the administration at participating schools. Only teachers who teach at least one section of language arts for students classified as fluent English speakers reading on or above grade level were invited to participate. Eligible teachers were asked to complete a consent form (Appendix E).

The consent form explained the purpose of the study, confidentiality, and the voluntary nature of the study.

Recruitment of student participants. Once teacher participants were identified, all students classified as fluent English speakers reading on or above grade level in participating teachers' classes were invited to participate. Parent/legal guardian consent forms (two copies; one for family records and one to sign and return) were sent home at least ten days before data collection to provide information regarding the study research to be conducted and secure active consent for student participation (Appendix F). In order to ensure an adequate response rate, each student who returned a consent form was entered into a lottery to win a $20 gift card to a local business (given to at least 1 student per school; one gift card was given away for every fifty students who returned a consent form). Teacher participants collected signed parental consent forms. On the day of data collection, students who received active consent were asked to sign a student assent form (Appendix G). The assent was read aloud prior to survey completion. Only participants providing written assent on the day of data collection completed the surveys. The researcher placed the original consent and assent forms in a secure file cabinet.

Survey Administration. All measures were administered during the regular school day on the school campus. Survey packets were distributed in file folders participants could utilize to protect the privacy of their responses.

Teacher survey. Teachers completed a survey packet after a meeting held for participating teachers at each school (see Appendix H for the LARPS-T with attached demographic form and Appendix J for the TBSMRQ). At School A, each teacher completed the surveys during the first class period during which students completed surveys. The surveys took approximately 40 minutes to complete. Due to scheduling conflicts, teachers at School B were

given directions for completing the measures, a short question and answer session was held, and teachers completed the measures on their own. The completed surveys were given to the PI by each participating teacher, one via e-mail attachment and the other personally on the day of data collection for that teacher's participating students. Teacher survey administration was also counterbalanced, with teachers completing the demographics form followed by wither one of the two language arts/reading motivation measures (LARPS-T and TBSMRQ).

Student survey. Students completed a survey packet during their language arts class period. Survey administration was conducted by a trained researcher. At School A, participating students completed the surveys in one of two language arts classrooms while non-participating students were provided with an enrichment lesson in the other language arts classroom. At School B, since only one teacher for each grade level (6th and 8th) was participating in the study, participating students reported to a separate room with the PI during their language arts period to complete the measures while non-participating students remained in their regular language arts classroom with the language arts teacher for an enrichment lesson. Survey measures were counterbalanced, with students first completing the demographics form, followed by either one of the two language arts/reading measures (LARPS-S and MRQ). A survey protocol (Appendix O) developed after cognitive interviews with students was utilized to ensure consistency of directions given and student understanding survey items and response processes. Survey administration for both measures took approximately 40 minutes.

Teacher Measures. Teacher participants completed a demographic form, the LARPS-T, and the TBSMRQ (Quirk et al., 2010).

Demographic form. Teacher demographic information (gender, race/ethnicity, age, grade(s) currently teaching, years of teaching experience, years teaching at current grade level,

highest degree completed) was collected via a demographic form that was part of the survey

packet.

Language Arts Reading Practices Survey – Teacher form (LARPS-T). The purpose of

this measure was to assess middle grades teachers' perception of the influence of

comprehension-focused classroom instructional practices on their students' competence,

autonomy, and relatedness as well as self-determined (intrinsic) motivation to read. The LARPS-

T utilizes a six point scale (1 = *not at all*; 5 = *very much*; 6 = *I don't know*) and included sixty

items (five for each of twelve instructional practices). The LARPS-T included the same

classroom instructional practices used in the LARPS-S in order to allow for analysis of

relationships between student and teacher perceptions regarding the influence of specific

classroom instructional practices on adolescents' needs and self-determined (intrinsic)

motivation to read. For purposes of data analysis, *I don't know* responses were coded as missing

data.

Teacher Beliefs about Student Motivation to Read Questionnaire (TBSMRQ). The

TBSMRQ is a 41 item measure utilizing a six point scale (1 = *strongly disagree* to 6 = *strongly*

agree) of teachers' beliefs about their students' motivation to read as well as the teaching

behaviors enacted based on these stated beliefs (Quirk et al., 2010). The measure includes ten

subscales with between two and seven items (social reasons for reading, compliance, importance

of reading, self-efficacy, competition, involvement, autonomy, curiosity, grades, and challenge)

with reliabilities ranging from .79 (compliance) to .91 (self-efficacy; Quirk et al., 2010). The

TBSMRQ aligns with the MRQ (Wigfield & Guthrie, 1997). Two additional subscales

(avoidance and recognition) were dropped due to low reliability (.46 and .60 respectively; Quirk

et al., 2010). The results of the TBSMRQ were used to support concurrent validity for the

LARPS-T, as both measure teacher perspectives regarding middle grade students' motivation to read, although they are informed by different theoretical frameworks.

Student Measures. Student participants completed a demographic form, followed by two measures two measures: The LARPS-S and the MRQ (Wigfield & Guthrie, 1997). In addition, student achievement data were collected from school records.

Demographic Form. Student demographic information (i.e., gender, race/ethnicity, age, and grade level) was collected via a demographic form that was part of the survey packet.

Language Arts Reading Practices Survey – Student form (LARPS-S). The LARPS-S utilizes a six point scale (1 = *not at all*; 5 = *very much*; 6 = *I don't know*) and included sixty items (five for each of twelve instructional practices) to indicate to what degree students perceive specific practices within their language arts classroom as meeting their needs (competence, autonomy, and relatedness) as well as their self-determined (intrinsic) motivation to read. For each practice, students indicated whether/how often the practice is utilized by their language arts teacher as well as the degree to which that practice makes them feel they can be successful readers (competence), allows them options for sharing their reading (autonomy), and gives them a sense of feeling connected and valued by other members of the classroom community (relatedness). In addition, students indicated whether that practice supports their self-determined (intrinsic) motivation to read. For purposes of data analysis, *I don't know* responses were coded as missing data.

Motivations for Reading Questionnaire (MRQ). The MRQ (Wigfield & Guthrie, 1997) is a 53 item measure of students' motivation to read and contains eleven subscales with between two and seven items (reading efficacy, challenge, curiosity, involvement, importance of reading, work avoidance, competition, recognition for reading, reading for grades, social reasons, and

compliance). Student responses are on a four point Likert scale (1 = *very different from me* to 4 = *a lot like me*; Wigfield & Guthrie, 1997). Although this measure was originally created for use with fourth and fifth grade students, it has been successfully utilized with middle grades populations (Paige, 2011; Unrau & Schlackman, 2006). Many studies utilizing the MRQ find an acceptable model fit for the eleven-factor model (Unrau & Schlackman, 2006; Wigfield & Guthrie, 1997). In addition, analyses of the measure have indicated reliabilities for the various subscales ranging from .59 (work avoidance) to .81 (recognition; Mucherah & Ambrose-Stahl, 2014; Mucherah & Yoder, 2008). Thus, despite some criticism of the MRQ as a measure of student motivation (Watkins & Coffey, 2004), it was selected for use in this study due to its established reliability in a multitude of studies (Guthrie et al., 2006; Mucherah & Yoder, 2008; Paige, 2011; Unrau & Schlackman, 2006). This measure took students approximately fifteen minutes to complete The results of this self-report survey served as a measure of each student's motivation to read and were used to support concurrent validity for the LARPS-S, as both measures address elements of student motivation to read through different theoretical frameworks.

Student achievement data. Student reading achievement data from a standardized assessment called the Florida Assessments for Instruction in Reading (FAIR; FCRR, 2009a) for the last administration of the 2014-2015 school year and the first two administrations of the 2015-2016 school year were collected from school records. FAIR data were collected as this assessment is used in the school district from which participants were recruited. FAIR utilizes a computerized adaptive test of student reading comprehension for grades 6-8 and has general reliability scores of .92 (FCRR, 2009b). The validity of the FAIR assessment, as a predictive measure of success on the state standardized reading assessment, was reported in 2010 as

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ranging from .85 and .93 for sixth and seventh grade, respectively (FCRR, 2009b). The Florida

Standards Assessment (FSA; FDOE, 2014b) in reading, which was introduced for the 2014-2015

academic year, was not used for a variety of reasons. Among these are a lack of available student

scores for the fall semester of 2015 (FDOE, 2015) and a lack of historical results due to different

standards addressed by the FSA and the previously used Florida Comprehensive Assessment

Test 2.0 (FCAT 2.0; FDOE, 2014b). The current study collected data from two academic years

to gain a more complete overview of student reading achievement. In addition, language arts

grades for the first two quarters of the 2015-2016 school year were collected from teachers.

Achievement data were used to support concurrent validity of the LARPS-S. Based on research

indicating positive associations between motivation to read and reading achievement (Becker,

McElvany, & Kortenbruck, 2010; Froiland & Oros, 2013), students who perceive classroom

instructional practices as being supportive of their needs for competence, autonomy, and

relatedness may also show higher levels of reading achievement.

Analyses. A series of statistical analyses were conducted to answer the research

questions for the study. Prior to performing data analysis, data were entered into a text document

to be utilized for operations in both SAS version 3.4 (SAS Institute Inc., 2012) and MPLUS

version 7.2 (Muthen & Muthen, 1998-2010) statistical software. Devellis (2012) recommends a

sample size five to ten times the number of items on the final scale. As each sub-measure of the

LARPS will have twelve items, according to this guideline a sample size of 60 to 120 would be

sufficient for the current study. Additional previous research indicates this student sample size

should allow for satisfactory convergence in factor analyses (Gagne & Hancock, 2010). Gagne

and Hancock (2010) found that, in models with homogeneous factor loadings, a sample size of

50 was sufficient to reach satisfactory convergence (≤ 1100 replications needed to reach 1,000

proper solutions) assuming factor loadings of .4 for twelve factors, with necessary sample size decreasing as factor loadings increased. Similar findings were found for a seven factor solution, with a sample size of 100 needed for factor loadings of .4. As the LARPS includes twelve items, a sample size of 200 was expected to be sufficient to reach satisfactory convergence in factor analysis.

Research question one analyses. Research question one addressed the overall reliability and internal structure validity of the LARPS-S. After assumptions (such as normality) were analyzed, multilevel exploratory factor analysis (clustered by teacher) was conducted to determine the factor structure, model fit, etc. of the LARPS-S (Mplus 5.2; Muthen & Muthen, 1998-2010). Multilevel analysis was necessary due to students (Level 1) being nested in teachers/classrooms (Level 2). Intraclass correlation coefficients (ICCs) were calculated to support this assumption. The ICC estimates the proportion of variance in the dependent variable accounted for by between-individual variance (Level 2, or teacher/classroom; Reise, Ventura, Nuechterlein, & Kim, 2005.) Separate multilevel exploratory factor analyses were conducted for each of the student needs (competence, autonomy, and relatedness) as well as self-determined (intrinsic) motivation. Thus, the LARPS-S was analyzed as four separate measures; one for each of the three needs and one for self-determined (intrinsic) motivation. The LARPS-T was not analyzed through exploratory factor analysis due to small sample size.

Exploratory factor analyses (EFA) were conducted to determine the number of underlying factors within the LARPS-S. EFA includes factor extraction, factor selection using psychometric criteria, factor rotation, and interpretation of the factors identified. There are multiple methods of EFA extraction, including principal components analysis, maximum likelihood, and principal factors (Brown, 2009; Osborne & Costello, 2005). As data were

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normally distributed (see Chapter 4), maximum likelihood (ML) was utilized within this study (Osborne & Costello, 2005).

To determine the number of factors within each subscale of the LARPS-S, scree plots were utilized (Brown, 2009; Osborne & Costello, 2005). A scree plot is utilized by identifying a natural point on the plot where the data flattens out and retaining factors above this point (Osborne & Costello, 2005).

The goal of factor rotation is to simplify and clarify the data structure without changing the basic findings of the analysis (Osborne & Costello, 2005). This maximizes high loadings while minimizing low loadings, thus enhancing the interpretability of the factor structure. This study utilized oblique (promax) rotation, which allowed factors to correlate but did not force them to do so. Correlation among factors was allowed due to the interactive classroom context in which the classroom instructional practices under investigation may co-occur within a single lesson or class.

Correlations between the LARP-S and MRQ (Wigfield & Guthrie, 1997) were calculated to determine support for the validity of the LARPS-S as a measure of student self-determined (intrinsic) motivation to read. Based on research indicating associations among students' motivation to read and reading achievement among established reading motivation measures (e.g., Becker, McElvany, & Kortenbruck, 2010; Mucherah & Yoder, 2008) correlations between the LARPS-S and student reading achievement were conducted in order to provide further evidence indicating the validity of the LARPS-S.

Finally, correlations between student reading achievement and the LARPS-S were calculated for additional support of concurrent validity of the new measure. Based on research indicating a positive relationship between motivation to read and reading achievement (Becker,

McElvany, & Kortenbruck, 2010; Froiland & Oros, 2013), students who perceive classroom instructional practices as being supportive of their needs for competence, autonomy, and relatedness may also show higher levels of reading achievement.

Research question two analyses. Research question two addressed further evidence of validity and reliability of the LARPS. Once the factor structure of the LARPS-S was established, reliability coefficients and item-total correlations were calculated to further determine the internal consistency of the measure. This included reliability analyses for each of the three needs within the measure, as well as self-determined (intrinsic) motivation. Because the teacher measure (LARPS-T) is parallel to the student measure and the teacher sample was not large enough to perform EFA analyses, reliability analysis on teacher items for each of the sub-measures (competence, autonomy, relatedness, intrinsic motivation) was conducted to ensure they demonstrate satisfactory internal consistency based on the factor structure of the LARPS-S.

Research question three analyses. Research question relationships between student and teacher perceptions of language arts classroom instructional practices. Correlations between student and teacher responses to items on the LARPS were calculated to identify items on which there was a statistically significant relationship between the perceptions of these two groups.

Ethical Considerations. The current study posed minimal risk to all teacher and student participants. Participants did not directly benefit from participating in the study, although it is possible they may have benefitted from the study by gaining a better understanding and selection of classroom instructional practices within the middle grades language arts classroom. Precautions were taken in all stages of the study to protect participants. The principal investigator (PI) held current Institutional Review Board (IRB) training certification. Approval from the collaborating school district and the University of South Florida IRB was obtained prior

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to data collection to ensure precautions were taken to protect human research participants throughout the entirety of this research. IRB approval was received in March, 2016 and were collected in April and May, 2016.

Parental consent forms (Appendix E), student assent forms (Appendix F), and teacher assent forms (Appendix D) were distributed. Forms included the goals and procedures for the research, potential risks and benefits, and contact information for the PI. Participating students and teachers had the option to withdraw at any time. The PI ensured all participants understood the purpose of the study, survey directions, informed consent, and their option to withdraw from the study at any time. Participant confidentiality was ensured by assigning each participant an identification number that was utilized in all data entry. The file linking participant names to identification numbers was kept in a locked and separate location from the data. All completed survey data was kept in a locked filing cabinet for which the PI had the only key.

Table 1

Textbooks utilized in quantitative content analysis

State	Grade	Citation	# Codes
California	6	*Glencoe literature California treasures, course 1 teacher edition.* (2010). Columbus, OH: Glencoe/McGraw-Hill.	21
		Holt literature and language arts, introductory course teacher's edition. (2010). Austin, TX: Holt, Rinehart and Winston.	25
		McDougal Littell literature grade six teacher edition. (2009). Evanston, IL: McDougal Littell.	25
	7	*Glencoe literature California treasures, course 2 teacher edition.* (2010). Columbus, OH: Glencoe/McGraw-Hill.	22
		Holt literature and language arts, first course teacher's edition. (2010). Austin, TX: Holt, Rinehart and Winston.	25
		McDougal Littell literature grade seven teacher edition. (2009). Evanston, IL: McDougal Littell.	21
	8	*Glencoe literature California treasures, course 3 teacher edition.* (2010). Columbus, OH: Glencoe/McGraw-Hill.	23
		Holt literature and language arts, second course teacher's edition. (2010). Austin, TX: Holt, Rinehart and Winston.	23
		McDougal Littell literature grade eight teacher edition. (2009). Evanston, IL: McDougal Littell.	24
Florida	6	*Mirrors and windows: Connecting with literature, level I annotated teacher's edition.* (2012). St. Paul, MN: EMC Publishing LLC.	25
		Florida collections, grade 6 teacher's edition. (2015). Orlando, FL: Houghton Mifflin Harcourt Publishing Company.	14
		Pearson common core literature Florida, grade 6 teacher's edition. (2015). Boston, MA: Pearson.	35

Table 1 (Continued)

State	Grade	Citation	# Codes
FL	7	*Mirrors and windows: Connecting with literature, level II annotated teacher's edition.* (2012). St. Paul, MN: EMC Publishing LLC.	23
		Florida collections, grade 7 teacher's edition. (2015). Orlando, FL: Houghton Mifflin Harcourt Publishing Company.	18
		Pearson common core literature Florida, grade 7 teacher's edition. (2015). Boston, MA: Pearson.	31
	8	*Mirrors and windows: Connecting with literature, level III annotated teacher's edition.* (2012). St. Paul, MN: EMC Publishing LLC.	25
		Florida collections, grade 8 teacher's edition. (2015). Orlando, FL: Houghton Mifflin Harcourt Publishing Company.	21
		Pearson common core literature Florida, grade 6 teacher's edition. (2015). Boston, MA: Pearson.	31

Table 2

Demographic Characteristics of Student Population of Participating Schools

	School A Sample		School B Sample	
	n	%	*n*	%
Gender				
Male		52.4	295	50.9
Female		47.6	285	49.1
Grade				
6	171	32.0	192	33.1
7	179	33.5	181	31.2
8	184	34.5	208	35.7
Race				
Black/African American		6.9		9.1
Asian/Pacific Islander		1.9		<2
White		59.1		65.2
Hispanic		25.0		19.0
Native American		0.0		0.0
Other/Mixed Race		6.4		5.0

Note: Demographic information (gender and race) for School A is for grades K-8. Demographics regarding race are reported only by percentages by the FDOE.

Table 3

Demographic Characteristics of Teacher Study Participants (N = 8)

	School A Sample		School B Sample		Total Sample	
	n	%	*n*	%	*N*	%
Gender						
Male	0	0.0	0	0.0	0	0.00
Female	6	100.00	2	100.00	8	100.00
Grade(s) taught						
6	2	33.33	1	50.00	3	37.50
7	2	33.33	0	0.00	2	25.00
8	2	33.33	1	50.00	3	37.50
Race						
Black/African American	0	0.0	0	0.00	0	0.00
Asian/Pacific Islander	0	0.0	0	0.00	0	0.00
White	6	100.00	2	100.00	8	100.00
Native American	0	0.0	0	0.00	0	0.00
Other/Mixed Race	0	0.0	0	0.00	0	0.00
Ethnicity						
Hispanic	0	0.0	0	0.00	0	0.00
Not Hispanic	6	100.00	2	100.00	8	100.00
Years teaching experience						
1-3	1	16.6	0	0.00	1	12.50
4-6	1	16.6	1	50.00	1	12.50
7-9	0	0.0	0	0.00	0	0.00
10-15	2	33.33	0	0.00	2	25.00

Table 3 (Continued)

16-20	1	16.6	1	50.00	2	25.00
21-25	1	16.6	0	0.00	1	12.50
25+	0	0.0	0	0.00	0	0.00

Years teaching current grade level

1-3	1	16.66	1	50.00	2	25.00
4-6	2	33.33	0	0.00	2	25.00
7-9	2	33.33	1	50.00	3	37.50
10-15	0	0.0	0	0.00	0	0.00
16-20	0	0.0	0	0.00	0	0.00
21-25	1	16.66	0	0.00	1	12.50
25+	0	0.0	0	0.00	0	0.00

Highest degree completed

B.A.	5	83.33	1	50.00	6	75.0
M.A./M.Ed.	1	16.66	0	0.00	1	12.5
Ed.S.	0	0	1	50.00	1	12.5
Ed.D./Ph.D.	0	0.0	0	0.00	0	0.0

Table 4

Demographic Characteristics of Student Study Participants (N = 210)

	School A Sample		School B Sample		Total Sample	
	n	%	*n*	%	*N*	%
Gender						
Male	89	47.6	11	47.8	100	47.6
Female	98	52.4	12	52.2	110	52.4
Grade						
6	96	51.3	15	65.2	111	52.9
7	36	19.3	0	0.0	36	17.1
8	55	29.4	8	34.8	63	30.0
Age						
10	1	0.5	0	0.00	1	0.5
11	28	15.0	3	13.0	31	14.8
12	70	37.4	11	47.8	81	38.6
13	45	24.1	2	8.7	47	22.4
14	40	21.4	7	30.4	47	22.4
15	3	1.6	0	0.0	3	1.4
Race						
Black/African American	21	11.2	3	13.0	24	11.4
Asian/Pacific Islander	4	2.1	1	4.3	5	2.4
White	131	70.1	17	73.9	148	70.5
Native American	1	0.5	0	0.0	1	0.5
Other/Mixed Race	30	16.0	2	8.7	32	15.2
Ethnicity						
Hispanic	48	25.7	7	30.4	55	26.2
Other	139	74.3	16	69.6	155	73.8

Chapter IV: Results

The primary purposes of this study were to develop and validate a measure of student and teacher perceptions of comprehension-based language arts classroom instructional practices (*Language Arts Reading Practices Survey*; LARPS) and the associations of these perceptions with early adolescents' needs for competence, autonomy, and relatedness, as well as their self-determined (intrinsic) motivation to read. This chapter describes the data collected in Phases 1 and 2 of the study, undertaken to accomplish these purposes. Phase one included: 1.) quantitative content analysis of Teacher's Editions of textbooks from California and Florida, 2.) drafting of the LARPS, 3.) expert panel feedback, 4.) cognitive interviews, and 5.) revision of the LARPS. Phase two included a validation study with a sample of middle grades students ($N = 210$) and teachers ($N = 8$), participants at multiple schools in a rural school district of West, Central Florida. Analyses in Phase two included an exploratory factor analysis, reliability assessments, and correlations between the LARPS and previously established measures of student motivation to read.

Phase 1 Results

Textbook quantitative content analysis. Classroom instructional practices designated for inclusion in the initial item pool were selected through quantitative content analysis (Weber, 1990) of adopted, middle grades language arts textbooks from California and Florida. The purpose of the content analysis was to identify the classroom instructional practices most frequently included within adopted series' teachers' editions (see Table 1for list of textbooks utilized). Quantitative content analysis required counting the occurrences of meaning units,

which may include specific words, phrases, sentences, or content categories (Stemler, 2001; Weber, 1990). Content analysis can be used for a number of purposes, including the identification of trends within documents, and can be adapted to meet the needs of the specific research problem being addressed (Stemler, 2001; Weber, 1990).

   Coding of textbook teachers' editions. The first step in quantitative content analysis is the definition of recording units, or the units of meaning, which will be analyzed (Weber, 1990). For the purposes of this content analysis, the recording units utilized were phrases and sentences. These units were coded into content categories (Weber, 1990). Both phrases and sentences were utilized as a recording units, as classroom instructional practices within textbooks are not always mentioned in a complete sentence format (e.g., graphic organizers), but also in headings and other text features, whereas other classroom instructional practices often involve complete sentences (e.g., open-ended questions).

   The second step of the quantitative content analysis was the definition of emergent code categories. In order to ensure the codes created were representative of the full range of comprehension-focused classroom instructional practices contained within the sample, initial coding (Saldaña, 2013) was utilized. Initial coding allowed for codes to be created during the analysis of the texts. In addition, simultaneous coding (Saldaña, 2013) was utilized, which allowed for meaning units to be assigned to more than one code. Codes were not considered to be mutually exclusive, due to the interactive and multi-faceted nature of classroom instruction. Thus some classroom instructional practices within the analysis fit within more than a one code (e.g., small group collaboration in completing a graphic organizer would be coded for collaborative/small group activity and graphic organizer).

Once these guidelines were established, one textbook was coded page-by-page by the PI in order to determine possible issues regarding ambiguity in the identification of classroom instructional practices (Weber, 1990). This allowed the PI to identify various comprehension-focused classroom instructional practices within each textbook. An additional individual code was created as each practice was identified within a text. As new, numeric codes were added, these were recorded in a spreadsheet along with a description of the meaning unit represented by that number. There was minimal ambiguity in text coding, as classroom instructional practices coded within were often identified directly by name (e.g. graphic organizer, annotate, video, audio, small group discussion) or were clearly identifiable by format (e.g. open ended questions, multiple choice questions, essay response). Codes were written directly in the textbook, with a cumulative total for the codes, as well as the number of occurrences per code on each page written in the bottom right-hand corner of the page. Approximately two weeks later, the sample text was re-coded by the PI utilizing an unmarked photocopy to measure consistency with the initial coding (Stemler, 2001). This re-analysis indicated a high level of consistency in coding, with no more than 25 code changes or additions in any single textbook, with all textbooks having a range of 1108 to 3330 individual codes, indicating at least a 97.7% agreement rate between the two coding instances by the PI. This re-coding found the initial coding scheme to remain stable, indicating little coding invariance over time (Stemler, 2001; Weber, 1990).

Once this initial coding and re-coding was completed, items included in the initial list of codes were compared to the definition of classroom instructional practices identified for the study and to information in the extant literature regarding comprehension-based classroom instructional practices and comprehension strategies. At this point, three codes (*visualization*, *activating background knowledge*, and *making predictions*) were deleted from the corpus based

on literature identifying them as strategies for supporting student comprehension (e.g., Block & Duffy, 2008; Wharton-McDonald & Swiger, 2009). This distinction was further supported as these strategies are evident within specific instructional strategies such as graphic organizers and think-aloud modeling by the teacher. In addition, *close reading* was eliminated as it includes multiple practices, including repeated readings of complex text, annotation of the passage, and discussion of text-dependent questions (Brown & Kappes, 2012; Fisher & Frey, 2014). Thus, these four codes were not utilized in further analysis. Once this revision of initial codes was concluded, the remaining texts were coded by the PI.

The full initial coding (Saldaña, 2013) was conducted through a manual page-by-page analysis by the PI. All codes were entered into a spreadsheet by the PI or a trained data entry assistant in order to calculate totals for each practice. A separate tab was created for each textbook, with the number of occurrences of each code per page entered onto the tab for that specific textbook. Random accuracy checks (ten page selections in each textbook) were performed by the PI in order to assure correct data entry. This first round of coding resulted in 37 initial codes.

Interrater reliability. An additional trained researcher coded a randomly selected 50-page section of one textbook utilizing the codes created by the PI for purposes of interrater reliability. Cohen's kappa was conducted to statistically determine the level of agreement beyond chance between the two coders for this section of text. There was substantial agreement according to guidelines established by Landis and Koch (1977), $\kappa = .798$ (95% CI, .61 to .80), $p = .000$. Additional research has indicated that a kappa greater than .75 indicates an excellent level of agreement beyond mere chance (Rubenstein & Brown, 1984).

Focused coding. When initial coding was completed, focused coding was conducted to organize initial codes into related categories and, when appropriate, combine multiple codes into a single unifying code (e.g., character map, vocab-o-gram, 3 column chart and other graphic organizers were organized into a single graphic organizer category). This resulted in 29 focused codes for which totals were calculated (See Table 4 for a full list of focused codes).

Once focused coding was completed, frequency counts were calculated for each code. Frequency counts were utilized because such analysis is appropriate for determining patterns and trends in documents (Weber, 1990). Both individual item totals and page number totals per item were calculated in order to assure that chosen practices were representative of what was presented within the textbooks analyzed as well as to address the concern that counting each occurrence equally oversimplifies interpretation of the data (Weber, 1990).

Once the textbook analysis was completed, the classroom instructional practices with the highest frequency counts (all over 350 individual instances and/or located on at least 260 pages throughout the texts analyzed) were selected for inclusion in the first draft of the measure (see Table 5 for the counts for most frequent codes). These cut-off points were selected based on a substantial drop in frequency after these points. For example, frequency by page total dropped from 260 to 198 occurrences while full total frequency dropped from 353 to 282. Both types of frequency counts (full total and page total) were considered to assure practices included were not selected based on a small number of pages featuring a high concentration of a specific instructional practice. As evident in Table 5, there were few differences between these two methods of determining the most frequent classroom instructional practices. One practice, code

21 (short written response to text) was among the most frequently evident codes when considering the number of pages on which this practice was evident (263 occurrences), but was

below the cut-off of 350 for full number of occurrences (263). As this instructional practice did

not meet both cut off points, it was not included in the initial item pool. On the other hand,

multiple choice questions (code 22) was ranked sixteenth by page total frequency and fifth in full

total; it was included as it met the cut-off criteria for both full total (1489 occurrences) and page

count (260 occurrences). The utilization of these cut-off points resulted in the inclusion of fifteen

classroom instructional practices in the initial draft of the LARPS. Including a variety of

classroom instructional practices allowed for representation of teacher- and student-directed

practices, as well as both individual and group-oriented practices (Kucer, 2009). In addition, the

fifteen classroom instructional practices selected for inclusion based on these cut-off points

include all three aspects of comprehension instruction; teaching and modeling, opportunities for

practice with feedback, and opportunities for independent application of comprehension

strategies (McCardle, Chhabra, & Kapinus, 2008).

Classroom instructional practices included in initial item pool. In creating the initial

draft of the LARPS, it was necessary to clearly define the classroom instructional practices

selected for inclusion and determine how they are being enacted within the middle grades

language arts classroom. Clarifying definitons further supported the inclusion of these practices

in the draft measure while also enabling the PI to craft clear definitions/explanations of each

practice for use in the measure.

Four classroom instructional practices utilizing questioning were included in the initial item pool

(answer open-ended questions posed in textbook, teacher-initiated questions, multiple choice

questions, and student generated questions). Answering questions is one of the most commonly

used methods of assessing students' comprehension of text (Kamil, 2004), thus it is not

surprising that multiple practices utilizing questioning were frequently seen in the textbook

content analysis. With the exception of multiple choice questions, the questions within the textbook analyzed were open-ended questions, defined as questions that require more than a one word answer and generally have more than one correct answer (Wasik & Hindman, 2013). Multiple-choice questions differ from open-ended questions in that the target information being addressed in the question is present in one of the answer options presented, which may lead to answer choice based on recognition instead of recall (Ozuru, Briner, Kurby, & McNamara, 2013). Teachers within the U.S. report more frequent use of multiple-choice questions as an assessment than teachers in other English-speaking countries based on teacher questionnaires from the 2001 Progress in International Reading Literacy Study (PIRLS; Hao & Johnson, 2013). In addition, utilization of multiple-choice format was related to a reduction in the gender gap in reading for boys in the reading for information and overall literacy achievement sections of the PIRLS (Hao & Johnson, 2013).

Of the four classroom instructional practices which utilized questioning, student-generated questions is viewed as the most active and powerful practice for improving reading comprehension (Kamil, 2004; McNamara et al., 2007). This may be because it forces the reader to combine his or her background knowledge with consideration of what the student needs to learn from the text (McNamara et al., 2007). It also increases student ownership of the questions and the process of finding the answers in the text (Humphries & Ness, 2015). The Common Core State Standards (CCSS; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) include student generation of questions as one of the practices students should be able to accomplish at increasing levels of complexity.

Graphic organizers (i.e., knowledge maps or concept maps; McNamara, Ozuru, Best, & O'Reilly, 2007) are defined as visual or spatial representations of text (Kamil, 2004). There are

many varieties of graphic organizers which can be utilized with both fiction and nonfiction texts, including Venn diagrams, KWL (Know, Want to know, Learned) charts, cause-and-effect charts, character maps, and story maps (Fisher & Frey, 2008; Link, 2015). Graphic organizers are utilized to help the reader organize information from one or more texts through the use of visuals such as boxes, circles, or more complex graphics to support comprehension through strategies such as compare and contrast and identification of the main idea and supporting details (Fisher & Frey, 2008; Kamil, 2004; McNamara et al., 2007). Evidence indicates graphic organizers are an instructional practice which support students' comprehension of and learning from a variety of texts (McNamara et al., 2007).

Whole class, teacher-mediated discussion is an instructional practice evident in classrooms across multiple subjects and grade levels (Almasi & Garas-York, 2009). The teacher plays a central role by posing questions or initiating topics for discussion; the discussion often follows an Initiate-Respond-Evaluate (IRE) participant structure in which the teacher asks a question, one or more students respond, and the teacher evaluates the student responses before moving on (Almasi & Garas-York, 2009). Although such discussion has been found to support higher levels of comprehension (Almasi & Garas-York, 2009), it is also noted that students need time and practice with specific comprehension strategies within discussion for it to be most effective (Wharton-McDonald & Swiger, 2009).

Small group, collaborative discussions can be more challenging for teachers to implement in the classroom, as this requires the development of a classroom culture in which students feel empowered to bring their own questions forward and the teacher is comfortable allowing student discussions to develop organically (Almasi & Garas-York, 2009). However, when implemented

effectively, such discussions are viewed by students as allowing greater opportunities for participation (Almasi & Garas-York, 2009; Alverman et al., 1996).

A think-aloud is a technique in which the teacher verbalizes his or her thoughts aloud while reading a selection of a text orally to the students in order to model the strategies being used to support his or her comprehension of the text (Harris & Hodges, 1995). Think-alouds enable the teacher to demonstrate for students how to select an appropriate comprehension strategy at a specific point in a text and explain how or why that strategy would be effective in overcoming confusion (Block et al., 2004). Teacher think-alouds are an effective practice for supporting students' reading comprehension, as they allow students to better understand the metacognitive processes at work during reading and to be more aware of their own thoughts and strategy use when faced with a challenging text (Fisher, Frey & Lapp, 2011; Ortlieb & Norris, 2012).

Teacher read-aloud of text is an experience students value for supporting their comprehension and conceptual understanding of texts (Wharton-McDonald & Swiger, 2009). Unlike a think-aloud, the teacher does not share his or her metacognitive process during a read-aloud, but may ask students questions or point out important aspects of the text being shared. Teacher read-alouds also allow students to interact with complex ideas through texts they themselves may not yet be able to read fluently (Wharton-McDonald & Swiger, 2009).

Listening to recorded audio versions of a text has similar benefits for student comprehension, as listening to someone read aloud, including providing a model of fluent reading, improving vocabulary, and building on prior knowledge (Wolfson, 2008). However, there are those who perceive this practice as not truly reading (Wolfson, 2008), a perception which may explain why it is less utilized after the elementary grades. Audio books are shown to

support the reading growth of both struggling readers and second-language learners in the classroom (Wolfson, 2008).

Note taking is defined as outlining or summarizing the important ideas of a text to aid in comprehension and retention of information (Harris & Hodges, 1995). Unlike graphic organizers, general note taking does not involve preformatted visual or spatial features. Note taking is useful for increasing comprehension and recall of information from a text. However, in order to be effective the notes must be written in a way that is meaningful to the individual reader and allows for easy review (McNamara et al., 2007).

Two writing-focused classroom instructional practices (creative writing response and essay response) were among those included in the initial draft of the LARPS. It is well-established that writing combined with reading, such as that done in essays and creative writing activities in response to texts, strengthens students' reading comprehension by providing students with opportunities to clarify and question what they have read (Glenn, 2007; Robb, 2013; Wallace, Pearman, Hail, & Hurst, 2007). In addition, creative writing response allows students to express their feelings and thoughts in response to a text through imagination (Harris & Hodges, 1995).

Summarizing involves the student restating the main points of a text in his or her own words (McNamara et al., 2007). The quality of a student's completed summary (e.g., inclusion of necessary information, deletion of unnecessary information) is indicative of his or her understanding of the text while also serving as a foundation for more complex creative processes (McNamara et al., 2007). In addition, the completion of a summary increases the possibility that information from the text will be integrated with the student's prior knowledge (McNamara et

al., 2007). However, students rarely receive explicit instruction in how to summarize what they have read (Kamil, 2004).

Small group and partner assignments are those in which the teacher breaks the class into smaller groups to work collaboratively on clearly defined tasks (Kamil, 2004). Group assignments provide students opportunities to work together to gain experiences and create products related to texts (Guthrie, Taboada, & Coddington, 2007). However, in order to be truly effective for supporting student comprehension, such assignments must require all group members' participation (Kamil, 2004).

Expert panel feedback. The initial draft of the student and teacher versions of the LARPS with fifteen classroom instructional practices (Appendices A & B), along with an additional feedback form (Appendix C) were sent to an expert panel. This expert panel consisted of two language arts teachers, two language arts researchers, one researcher specializing in SDT, and one measurement expert (see Appendix D for information on expert panel members). The goal for the expert panel was to provide feedback regarding the most frequent classroom instructional practices identified, as well as the language of the measure. A series of four meetings was held to discuss this expert feedback. These meetings included an in-person meeting with both language arts teachers, an in-person meeting with the SDT expert and measurement expert, and separate meetings with the two language arts researchers. The language arts researchers could not meet together due to distance and scheduling difficulties.

The first meeting was held with the language arts teachers after school hours at a local cafe for approximately an hour and a half. After re-establishing the purpose of the LARPS and the goals of the meeting, the PI utilized the additional feedback form (Appendix C) to guide the conversation, identifying specific concerns reflected in the teachers' responses on the form. Both

language arts teachers agreed that summarizing should be removed, as it was most likely to be seen directly within other practices included in the survey, such as graphic organizers, taking notes, and whole class or small group discussions. This is supported by extant literature identifying summarizing as a complex and potentially difficult comprehension strategy (Kamil, 2004; Wharton-McDonald & Swiger, 2009). The language arts teachers also recommended that teacher read-aloud of text and audio support (listening to audio of a text) be dropped, as they find both practices to be actively discouraged for classroom use and, therefore, rarely utilized with on- and above-level readers within this school district. There is a lack of research regarding the influence of teacher read-alouds at the secondary level, as most research has focused on the elementary grades (Albright & Ariail, 2005). However, as this practice is typically recommended to model aspects of fluency including word pronunciation and expression (Hurst & Griffity, 2015), removal of teacher read-alouds from the LARPS, which targets comprehension-focused practices, is appropriate. Support through audio texts holds similar benefits as teacher read-alouds (Wolfson, 2008), promoting student fluency and thus, its removal from the LARPS was appropriate to avoid diluting the comprehension focus of the measure. Removing these items from the measure also addressed an additional concern expressed by the language arts teachers, which was the measure may have been too long and had the potential to intimidate students and teachers. Additional minor changes in wording were suggested by the language arts teachers, which were utilized in revision of the measure.

The measurement expert and SDT researcher met together with the PI in an office on the university campus for approximately an hour. The feedback form (Appendix C) and additional notes made by both experts on the LARPS were utilized to guide discussion and solicit suggestions for improvement of the measure. The PI shared the changes suggested by the

language arts teachers, changes supported by both experts. Additional suggestions regarding

wording, response format, and general formatting of the measure itself were offered. Many

changes were made to the measure based on these suggestions, including better alignment of

language across teacher and student forms of the LARPS, reorganization of the order in which

practices were presented to allow for more clarity of classroom instructional practices which may

be otherwise confused, and additional language in the directions to clarify that the measure

addresses practices used within the classroom as opposed to what students may experience in

standardized assessments. In addition, specific changes in wording of the statement stems for

competence, relatedness, and intrinsic motivation were suggested for the student form of the

LARPS. A revision of both forms of the measure was sent via email to both experts for

additional feedback which resulted in additional minor formatting changes, and also resulted in

the final form for the LARPS (see Appendix H for the revised teacher form and Appendix I for

the revised student form).

     A meeting with one of the language arts researchers on the expert panel was held in an

office on the university campus and lasted for approximately an hour. The feedback form

(Appendix C) and additional notes made by the expert were utilized to guide discussion and

solicit suggestions for improvement of the measure. Suggestions by this expert included changes

to the wording of the relatedness and intrinsic motivation statement stems on the student form of

the LARPS. After the language arts expert's initial feedback was shared and discussed, the PI

shared the changes suggested by the language arts teachers, measurement expert, and SDT

researcher. These changes were supported by this expert.

     The second language arts expert shared her initial feedback through email on the

feedback form (Appendix C) with a follow-up meeting the following week at a conference both

the expert and the PI attended. Initial feedback indicated suggested changes in the wording of some of the response stems included in the LARPS. These suggestions aligned with previous suggestions by other expert panel members, including wording changes to the stem for competence and relatedness on the student form of the LARPS. At the follow-up meeting, discussion was guided by questions the expert had included on the feedback form and a revised version of the measure based on the feedback that had been gathered from all expert panel members. Discussion included clarification on the possibility of individual classroom instructional practices overlapping within the classroom context and rationale for removing some of the practices included in the initial draft. All of the previous changes made to the measure were approved by the expert as making the measure clearer for both teachers and students.

In summarizing the feedback from the expert panel, three classroom instructional practices were removed in the revised measure for the validation study (audio support, teacher read-aloud, summary). Summarizing was removed as it was determined to be a strategy as opposed to an instructional practice (Kamil, 2004; Wharton-McDonald & Swiger, 2009). Teacher read-aloud and audio support were removed based on current research focusing on these practices mainly as methods of supporting student fluency by providing models of expressive reading and proper pronunciation of words (Hurst & Griffity, 2015; Wolfson, 2008), making their removal from the LARPS appropriate due to the measure's current focus on comprehension-focused practices.

In addition, changes in the language utilized in the descriptions of classroom instructional practices and statement stems were made based on feedback from the expert panel (see Appendices G and I for the revised version of both forms of the measure). These changes included clarification of language used in the classroom instructional practices, such as changing

the word *verbally* throughout the measure to *orally* in order to better differentiate between written and spoken responses and specifying that graphic organizers may be completed individually or in a small group. Changes were made to statement stems on the student form utilizing language from the teacher form for competence and relatedness. The language from the teacher form was determined to be clearer and more representative of the constructs under consideration and the changes made to the student form allowed for the two forms to be better aligned. For example, the competence statement stem was changed from *I am able to be a successful reader* to *I feel confident in my ability to be a successful reader.* Other statement stems were modified for both the student and teacher forms, including those for autonomy and intrinsic motivation. For example, *I participate because I enjoy it* (intrinsic motivation statement stem for student form) was changed to *I participate because it makes reading enjoyable.* Finally, the word *typically* was added to all teacher statement stems, clarifying that, for each item, the teacher could consider the typical response of the students in his/her classes.

Changes to the formatting of the measure were made based on feedback from the expert panel. These changes included the inclusion of two classroom instructional practices on each page of the measure as opposed to the originally proposed three to reduce the cluttered appearance of the measure. Another change was the removal of the phrase *when I do this in my classroom* from each individual statement stem on the student measure, instead placing it as a general stem for all the appropriate statements within each instructional practice. Removal of the consistent lead phrase helped to streamline the measure and make the statement stems less redundant. Blocked shading was added to alternate statement stems in order to add to the ease with which participants responded to each statement.

Cognitive interviews. Following revisions suggested by the input from the members of the expert panel, cognitive interviews (Willis, 1999) were utilized to provide further evidence of both construct and response processes validity (AERA, 2014). Cognitive interviews helped to assess the degree to which representatives of the sample population understand both the items and directions for the measure (Smith & King, in press). As the cognitive interviews involved children, they were conducted only after IRB approval and parental consent for study participation were received, but prior to survey administration within the classrooms. Thus, no changes were made to the measure itself, but language addressing changes suggested by the results of cognitive interviews was included within the protocol for survey administration to support participants' understanding of the measure itself and how to respond to the measure. Four middle grades students (two high achieving and two lower achieving readers) were nominated by teachers at one participating school. High achieving students were identified as those who consistently earn A grades in their language arts class while lower achieving students were identified as those who consistently earn a C- or below in language arts class. The four students (see Appendix L for demographics) each followed along in the LARPS-S as the PI read each instructional practice and statement stem aloud and answered student questions during the administration of the measure. The PI took notes of student questions during the administration of the measure. After the measure was completed, retrospective probing (Willis, 1999) utilizing both scripted (pre-planned; Appendix M) and spontaneous (created during the interview; Appendix N) probes were utilized to determine students' understanding of items on the measure and their ability to complete the measure unaided. In some cases, students had already asked questions related to the scripted probes. For example, all four students had questions regarding what it meant to be a valued member of the class. In addition, three students asked about open-

ended questions not contained within the language arts textbook, as the measure specifically includes the word textbook when providing a description of this classroom instructional practice. Other changes suggested by the results of cognitive interviews include clarifying that collaborative discussions do not involve the creation of any product (more clearly differentiating it from partner/small group work), and clarifying the description of teacher think-aloud.

Phase 2 Results

Participant demographics. The cover page of the LARPS (both forms) asked participants to provide demographic information (Appendices H & I). Among teacher participants, 100% were female. The ethnicity of the teacher sample was 100% Caucasian and no teachers in the sample identified as Hispanic. Teachers were asked to indicate the number of years of teaching experience and number of years teaching at their current grade level (See Table 3 for full demographic information of teacher participants). Seventy-five percent of teachers in the sample reported their highest level of education as a bachelor's degree, 12.5% had earned a master's degree, and 12.5% had an Ed.S degree.

Among student participants, the mean age was 12.37 years with ages ranging from 10 to 15. Fifty-two percent of the students in the sample were female and 47.6% were male. The ethnicity of the student sample was 70.5% Caucasian, 15.2% other or mixed race, 11.4% African American, 2.4% Asian American, and 0.5% Native American. Just over twenty-six percent of student participants identified as Hispanic (See Table 4 for full demographic information of student participants).

Data screening. As students completed the measures, the researcher asked students to double check for completion of each measure and visually scanned each packet as it was turned

in. In some instances, students were made aware that they had skipped items. In these cases, the measure was returned to the student, who was asked if he or she needed clarification and was encouraged to complete missing items. The same process was followed for teachers, with the PI scanning each packet as it was turned in and asking teachers to respond to any missing items and offering clarification, if needed. As a result, there were minimal missing data on the measures completed for this study with the exception of *I don't know* responses on the LARPS, which were treated as missing data. Utilization of mean scores in place of missing data did not result in significant differences in results. Thus, missing data were retained as such and pairwise deletion was utilized to insure all available data were included in analyses. The data were screened for outliers using SAS version 3.4. No outliers were identified for the LARPS-S. Normality for the LARPS-S was examined and is presented in Table 6. Results show that all skewness and kurtosis statistics were less than ±3, indicating a trend of normal distribution (Kline, 2010). This result guided the choice of maximum likelihood (ML) estimation for subsequent factor extraction in order to evaluate how well the correlations among the items were predicted by the extracted factors. Descriptive statistics for the LARPS-T (Table 7) indicated a few items with a high kurtosis value. As kurtosis statistics appear to be highly dependent on sample size, leading to misleading statistics with a small sample size (McNeese, 2016), and no outliers were present, these high kurtosis values were considered an artifact of the data and analyses were conducted with no adjustment.

Research question 1 data analysis. Research question one examined the internal structure validity and overall reliability of the LARPS. To determine the internal structure of the LARPS-S, an exploratory factor analysis was conducted utilizing Mplus 5.2 (Muthen & Muthen, 2008). Multilevel analysis was necessary due to the nested nature of the data, with students

(Level 1) nested in teachers/classrooms (Level 2). This decision was supported by the intraclass

correlation coefficient (ICC), which estimated the proportion of variance in the dependent

variable accounted for by between-individual variance (Level 2 or teacher/classroom in the

current study; Reise et al., 2005). ICCs for all subscales of the LARPS-S were greater than .05

(Cohen et al., 2003), ranging from .078 to .346, with an average of .184, thus indicating the need

for multilevel analysis (See Table 8).

Exploratory factor analysis. In running the exploratory factor analysis (EFA) for the

LARPS-S, the measure was treated as four sub-measures: competence, autonomy, relatedness,

and self-determined (intrinsic) motivation. An independent EFA was run for each of the sub-

measures, with the results from each of these four sub-measures compared against each other.

Maximum Likelihood (ML), which assumes that data are normally distributed, was utilized for

this EFA. Promax rotation, which allows factors to correlate, was utilized to clarify the factor

structure by minimizing low loadings while maximizing high loadings to enhance interpretability

(Osborne & Costello, 2005).

Scree plots were utilized to determine the number of factors for each of the sub-measures

by identifying an observable point on the plot where the data flattens out and retaining factors

above that point (Osborne & Costello, 2005). Analysis of a scree plot (Figure 4) for the

competence subscale of the LARPS-S revealed a two-factor solution for the items on this

subscale. The model fit for this solution was acceptable based on the RMSR (12 items, χ^2=94.37

(43), $p = 0.00$; RMSR = 0.037). However, the factor structure of this two-factor solution did not

make theoretical sense, as one factor consisted of two items (i.e., open ended textbook questions

and open-ended questions asked by the teacher) while the second factor consisted of the

remaining ten items on the LARPS, which included classroom instructional practices such as multiple choice questions, small group work, and creative writing response. (See Appendix P for factor structure of one and two factor solution.) As no theoretically supported latent factors were evident in this grouping, it was decided to utilize the one-factor solution, which also had an acceptable model fit based on the RMSR (12 items, χ^2=148.20 (54), $p = 0.00$; RMSR = 0.049). Factor loadings for the one factor solution ranged from 0.692 (student generated questions) to 0.827 (multiple choice questions).

Figure 4. Scree plot for competence subscale of LARPS-S

Analysis of a scree plot (Figure 5) for the autonomy subscale of the LARPS-S indicated a two-factor solution for the items on this subscale. The model fit for this solution was acceptable (12 items, χ^2=51.66 (43), $p = 1.17$; RMSR = 0.029). The first factor consisted of six items: open-ended textbook questions, open-ended questions asked by the teacher, multiple choice questions, teacher-directed whole class discussion, teacher think-aloud, and creative writing

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response. The second factor also consisted of six items: collaborative discussion, partner/small group work, graphic organizers, taking notes, student generated questions, and essay response. In looking at the items within each of these two factors, no discernable patterns were evident. For example, factor two included interactive practices, but also note taking, which tends to be individually. Factor one included many teacher-centered activities (e.g., teacher think-aloud and teacher-directed whole-class discussion), but also included creative writing response, which is less directed by the teacher. Thus, due to the lack of theoretical support for the two-factor solution, the one factor solution was utilized. The model fit for this solution was acceptable (12 items, χ^2=121.69 (54), $p = 0.00$; RMSR = 0.052). (See Appendix Q for factor structure of one and two factor solution.)

Analysis of a scree plot (Figure 6) for the relatedness subscale of the LARPS-S indicated a one-factor solution for this subscale. The model fit for this solution was acceptable based on the RMSR (12 items, χ^2=140.87 (54), $p = 0.00$; RMSR = 0.041). Factor loadings for this one factor solution ranged from .0744 (student generated questions) to 0.872 (multiple choice questions).
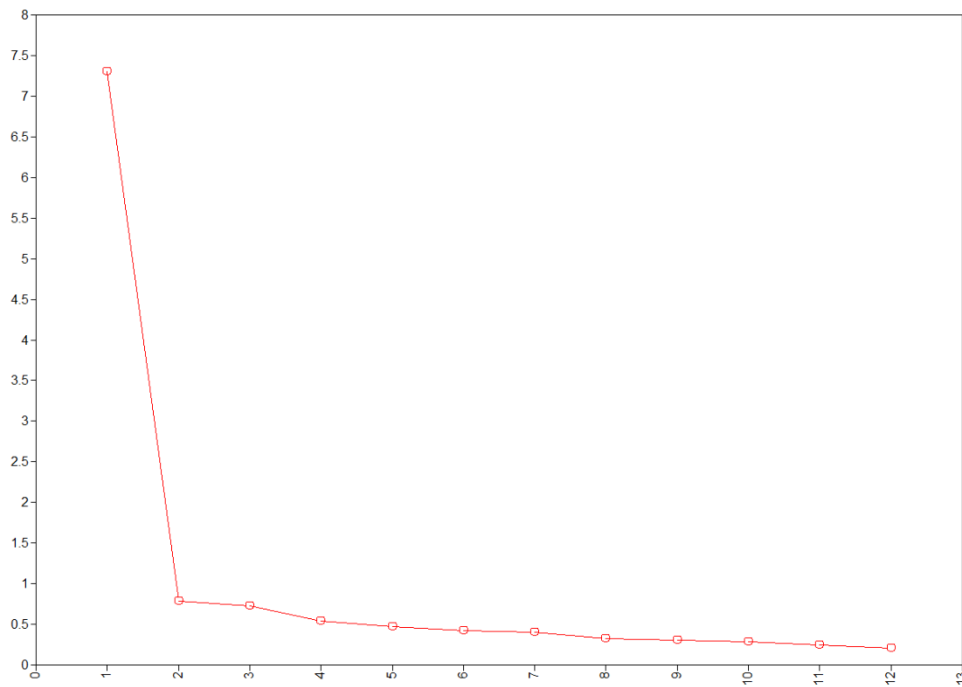
Analysis of a scree plot (Figure 7) for the self-determined (intrinsic) subscale of the LARPS-S indicated a one-factor solution for this subscale. The model fit for this solution was acceptable based on the RMSR (12 items, χ^2=137.07 (54), $p = 0.00$; RMSR = 0.041). Factor loadings for this one factor solution ranged from .0744 (student generated questions) to 0.872 (multiple choice questions).
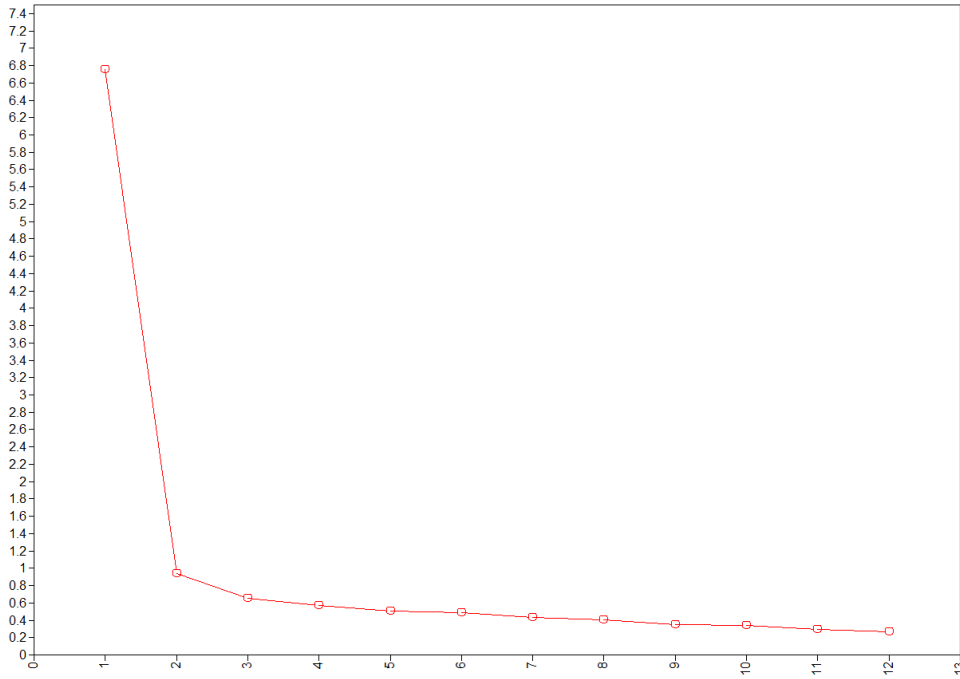
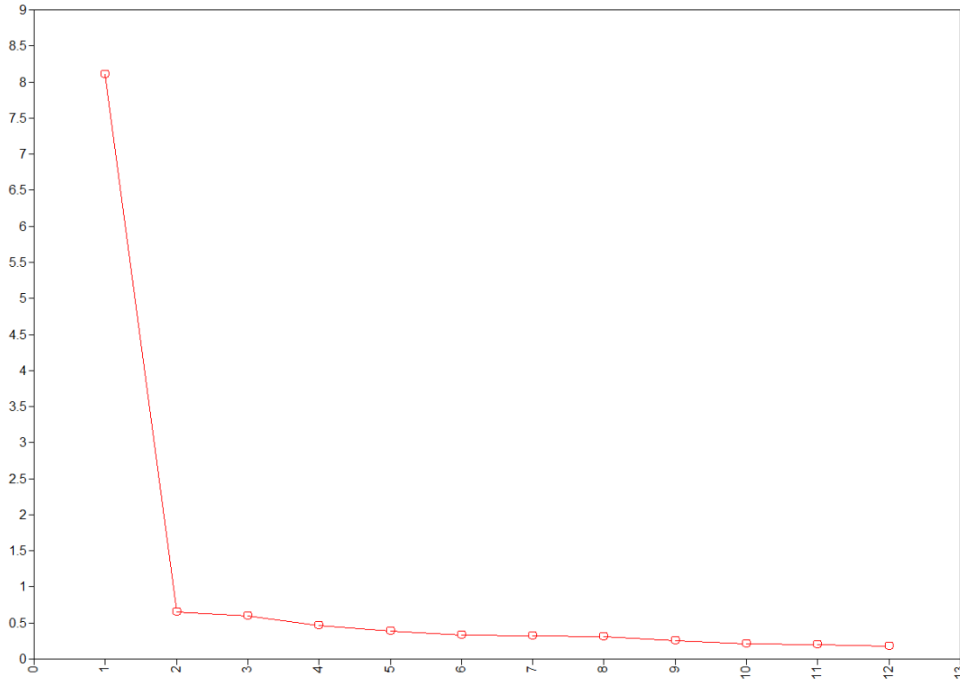*Figure 5.* Scree plot for autonomy subscale of LARPS-S

Figure 6. Scree plot for relatedness subscale of LARPS-S

Measure validity. Correlations between the all subscale items of the LARP-S and the subscales of the Motivation for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1997) were calculated to determine support for the validity of the LARPS-S as a measure of student self-determined motivation to read. Correlations between items on all subscales of the LARPS-T
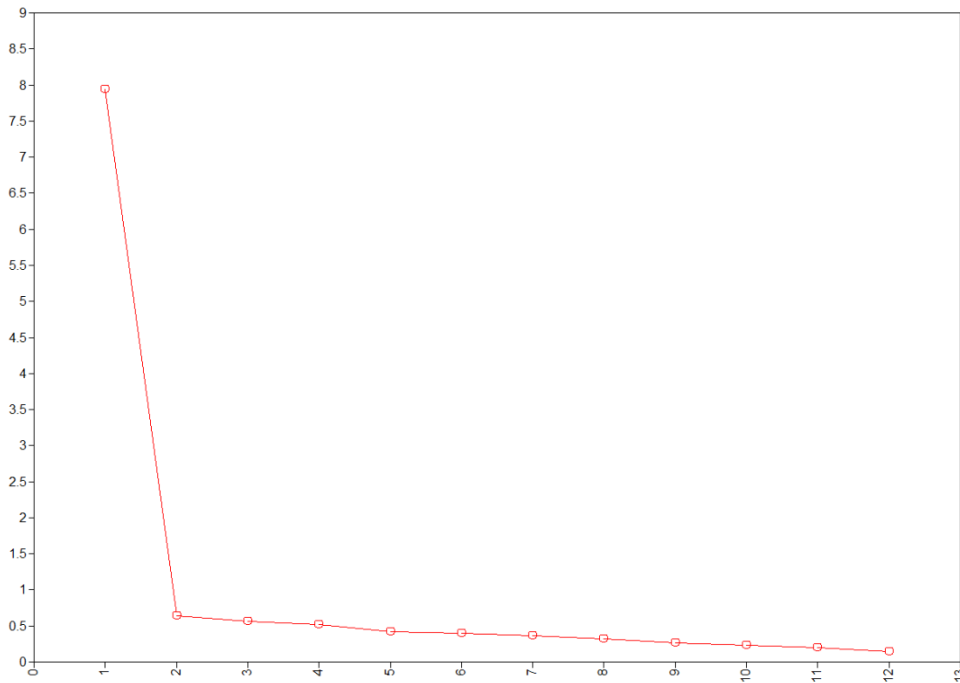
*Figure 7.*Scree plot for self-determined (intrinsic) motivation subscale of LARPS-S and subscales of the Teacher Beliefs about Student Motivations for Reading Questionnaire (TBSMRQ; Quirk et al., 2010) were calculated to determine support for the validity of the LARPS-T as a measure of teacher beliefs about student motivation to read. Before determining correlations between items on the LARPS subscale and subscales of the MRQ (Wigfield & Guthrie, 1997) and TBSMRQ (Quirk et al, 2010), Cronbach's alpha was calculated for all subscales of both measures (see Tables 10 & 11).

LARPS-S subscale item correlations with the MRQ. Three subscales of the MRQ (work avoidance, grades, and compliance) had unacceptable reliability with the LARPS-S and were removed from all subsequent analyses. As the three subscales dropped were not associated with intrinsic motivation to read, this choice was deemed reasonable and in keeping with the stated purpose and goals of this study. All remaining subscales of the MRQ indicated acceptable reliability ranging from .683 (social reasons for reading) to .830 (challenge). All subscales of the TBSMRQ had reasonable reliability with the LARPS-S, ranging from .727 (importance of reading) to .889 (efficacy).

Correlations between items on the various subscales of the LARPS-S and subscales of the MRQ support the concurrent validity of the LARPS-S as a measure of adolescents' self-determined (intrinsic) motivation to read. Specifically, items from the LARPS-S tended to be significantly positively related to subscales of the MRQ which are associated with intrinsic motivation to read, including curiosity, involvement in reading, challenge, and importance of reading (Guthrie, Wigfield, Metsala, & Cox, 1999; Varuzza, Sinatra, Eschenauer, & Blake, 2014). Relationships between items from the LARPS-S and subscales of the MRQ associated with extrinsic motivation to read, such as competition, and recognition tended to be less consistent, with fewer items from the LARPS-S significantly correlated with these subscales

Competence subscale. Items from the competence subscale of the LARPS-S were all significantly positively correlated with the involvement subscale of the MRQ. Correlations for involvement ranged from .147 (graphic organizers) to .298 (small group work). All LARPS-S items except for creative writing response to text were significantly positively associated with the importance of reading subscale. Students who reported higher beliefs in the importance of

reading were more likely to endorse all items except creative writing as supportive of their competence in reading. Graphic organizers and essay response to text were the only LARPS-S items not associated with the challenge subscale of the MRQ. In addition, all LARPS-S competence items were positively associated with the self-efficacy subscale of the MRQ. Thus, students who reported high levels of self-efficacy were more likely to endorse classroom instructional practices on the LARPS-S as supportive of their need for competence. These results aligned with previous research that found support for a reciprocal relationship between early adolescents' reading self-efficacy and reading achievement (Retelsdorf et al., 2014). This finding supports the concurrent validity of this specific subscale of the LARPS-S, as reading self-efficacy has been defined as confidence in one's reading ability (Wigfield et al., 2008). However, it is interesting to note that all items on the competence subscale of the LARPS-S were also significantly associated with the recognition subscale of the MRQ. Finally, all items were significantly correlated with the social reasons for reading subscale of the MRQ (See Table 12 for all correlations between competence subscale items and MRQ).

Autonomy subscale. The autonomy subscale of the LARPS-S had fewer significant associations with subscales of the MRQ. All but one item (student-generated questions) were positively associated with the self-efficacy subscale of the MRQ. Thus, students who reported high levels of self-efficacy were more likely to endorse classroom instructional practices on the LARPS-S as supportive of their autonomy. This finding was similar to the results of previous research that found positive associations between student perceptions of teacher autonomy support and their academic competence (i.e., self-efficacy) (Guay et al., 2013). Fewer items were significantly associated with subscales of the MRQ related to intrinsic motivation; eight of twelve items were positively associated with the involvement in reading subscale while only four

of twelve were positively associated with the challenge subscale. This lack of significant association may due to the absence of subscales on the MRQ that directly address autonomy or autonomous motivation for reading. However, similar to the trend evident in the competence subscale, all but one item (creative writing response to text) were positively correlated with recognition Thus, students who reported higher desire for recognition for their reading were more likely to endorse all items except creative writing response to text as supportive of their need for autonomy (See Table 13 for all correlations between autonomy subscale items and MRQ). Similar results were evident in research of adolescents' psychological development, which viewed recognition as supportive of healthy levels of autonomy and better integration into the community (Brezina, 2008). Applied to education, this suggested that students who feel they are recognized for their abilities and successes are less likely to push for autonomy to the detriment of positive relationships within the classroom.

Relatedness subscale. Similar to the competence subscale, all items on the relatedness subscale of the LARPS-S were positively associated with the self-efficacy subscale of the MRQ. Students who reported high levels of self-efficacy were more likely to endorse classroom instructional practices on the LARPS-S as supportive of their need for relatedness. This finding aligns with previous qualitative research that found group work, in particular, was perceived by students as supportive of their need for social interaction with peers while also boosting their ability to complete challenging tasks successfully (Schmakel, 2008). In addition, all but one item (open-ended textbook questions) were associated with the challenge subscale of the MRQ and all but one (student-generated questions) were associated with importance of reading. All of the items except open-ended textbook questions were positively associated with social reasons for reading (See Table 14 for all correlations between relatedness subscale items and MRQ).

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Intrinsic motivation subscale. All self-determined (intrinsic) motivation items significantly correlated with the self-efficacy subscale of the MRQ, as well as subscales related to intrinsic motivation (challenge and involvement). Associations between self-efficacy and intrinsic motivation, in particular, aligned with previous research that found similar positive associations for struggling and advanced readers in the middle grades (Klauda & Guthrie, 2015). All but one item (student-generated questions) correlated with the importance of reading subscale of the MRQ, which is also related to intrinsic motivation (Guthrie, Wigfield, Metsala, & Cox, 1999). Therefore, students who highly endorsed a belief in the importance of reading were more likely to report all items except student-generated questions as supportive of their intrinsic motivation to read. Although previous research has not investigated associations between student perceptions of the degree to which specific instructional practices support their intrinsic motivation, positive associations between intrinsic motivation and importance of reading are evident (Klauda & Guthrie, 2015). These associations between subscales of the MRQ related to intrinsic motivation support the concurrent validity of the LARPS-S as a measure of early adolescent's intrinsic motivation to read. In addition, significant associations were seen between subscales of the MRQ related to extrinsic motivation, including recognition and social reasons for reading (See Table 15 for all correlations between intrinsic motivation subscale items and MRQ).

LARPS-T Subscale Item Correlations with the TBSMRQ. Correlations between items on the various subscales of the LARPS-T and subscales of the TBSMRQ do not show any patterns supporting the concurrent validity of the LARPS-T as a measure of teacher perceptions of and beliefs about adolescent motivation to read. Although some items on each subscale of the LARPS-T were associated with subscales of the TBSMRQ, many of these associations were only

marginally significant and too few items indicated associations to make any generalizations regarding the concurrent validity of the new measure.

Competence subscale. Few items from the competence subscale of the LARPS-T were significantly associated with subscales of the TBSMRQ. Three items (small group work, taking notes, and teacher think-aloud) were positively associated with the challenge subscale of the TBSMRQ. The same three items (small group work, taking notes, and teacher think-aloud) were also positively associated with the autonomy support subscale, while two other items (teacher-directed discussion and collaborative discussion) had positive associations that neared a level of statistical significance (see Table 16 for all correlations between competence subscale items and TBSMRQ). Thus, teachers who reported higher levels of autonomy supportive beliefs were more likely to endorse small group work, taking notes, and teacher think-aloud as supportive of their students' need for competence. Prior research has found similar positive teacher beliefs regarding student autonomy support, but also noted teachers may not provide students with the tools needed to manage that autonomy effectively (Dignath-van Eqijk & van der Werf, 2012). Thus, perceived inability of students to effectively manage opportunities for autonomy may influence teacher perceptions of the degree to which classroom instructional practices, in turn, support student competence through increased frustration on the part of teachers and students (Dignath-van Eqijk & van der Werf, 2012). Yet, such interpretations must be viewed with some caution, given the limited support provided by the TBSMRQ.

Autonomy subscale. Similar to the competence subscale, few items from the autonomy subscale of the LARPS-T were associated with subscales of the TBSMRQ. Two items (taking notes and teacher think-aloud) were significantly positively associated with the challenge

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subscale of the TBSMRQ. Hence, teachers who specified higher levels of support for utilizing appropriately challenging reading materials in the classroom were more likely to perceive taking notes and teacher think-aloud as supportive of their students' autonomy. Although the inclusion of teacher think-alouds as autonomy supportive may seem counter-intuitive, this practice may provide opportunities for the teacher to provide a rationale for the use of specific strategies, thus helping students to view these strategies as truly useful instead of as actions undertaken because they are told to do so (Assor, Kaplan, & Roth, 2002). One item (teacher-directed discussion) was positively associated with the curiosity subscale of the TBSMRQ (see Table 17 for all correlations between autonomy subscale items and TBSMRQ). Yet, such interpretations must be viewed with some caution, given the limited support provided by the TBSMRQ.

Relatedness subscale. Several items from the relatedness subscale of the LARPS-T were significantly correlated with subscales of the TBSMRQ (13 of 120 possible significant correlations). One item (student-generated questions) was negatively associated with the efficacy subscale of the TBSMRQ, while teacher-think aloud and note taking were positively associated with this subscale. Two items (collaborative discussion, and teacher think-aloud) were positively associated with the challenge subscale of the TBSMRQ (See Table 18 for all correlations between relatedness subscale items and TBSMRQ). Thus, teachers whose responses reflected a higher level of support for providing students with appropriate levels of challenge in the classroom were more likely to perceive collaborative discussion and teacher think-aloud as supportive of students' need for relatedness. This is not surprising, especially in regards to collaborative discussion, which provides students opportunities to share their ideas and questions with peers in a dialogic manner (Almasi & Garas-York, 2009). Yet, such interpretations must be viewed with some caution, given the limited support provided by the TBSMRQ.

Intrinsic motivation subscale. Few significant correlations were evident between items on the intrinsic motivation subscale of the LARPS-T and subscales of the TBSMRQ (see Table 19 for all correlations between intrinsic motivation subscale items and TBSMRQ). Only one subscale of the TBSMRQ (importance of reading) was significantly associated with more than one item (taking notes and teacher think-aloud) on the LARPS-T. This indicates that teachers who reported high levels of belief in the establishing the importance of reading for their students were also more likely to view taking notes and teacher think-aloud as practices that support their students' intrinsic motivation to read. Previous research has found similar positive associations between teachers' beliefs about the importance of reading and use of instructional practices, such as teacher think-alouds, that allow teachers to serve as a reading model for students (Pečjak, & Košir, 2004). Yet, such interpretations must be viewed with some caution, given the limited support provided by the TBSMRQ.

LARPS-S subscale item correlations with reading achievement. Based on research indicating associations among students' motivation to read and reading achievement among established reading motivation measures (e.g., Becker, McElvany, & Kortenbruck, 2010; Mucherah & Yoder, 2008), correlations between the LARPS-S and student reading achievement were calculated to provide further evidence indicating the validity of the LARPS-S. Reading achievement data included language arts grades for the first two quarters of the 2015-2016 academic year and reading comprehension developmental ability scores from the Florida Assessments for Instruction in Reading (FAIR; FCRR, 2009a) for the last test administration of the 2014-2015 academic year and the first two administrations of the 2015-2016 academic year. Developmental ability scores vary by grade level, thus in order to have all scores on the same scale, data were centered (the cut score for the appropriate grade level was subtracted from each

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student's score; 470 for grades 5 and 6, 510 for grade 7, and 547 for grade 8; see Table 7 for descriptive statistics of achievement data). Due to students who switched schools and/or school districts between the 2014-2015 and 2015-2016 academic years or during the 2015-2016 academic year, there were missing data for all variables. In addition, teachers indicated that there were no FAIR scores for some students who tended to be absent frequently and, therefore, miss the window for this assessment.

Many of the items on the various subscales of the LARPS-S were associated with discrete indicators of reading achievement, particularly the language arts class grades. Classroom instructional practices such as open-ended questions (in the textbook and posed by the teacher), teacher-directed discussion, and small group work were positively associated with language arts grades for the first and second quarters of the 2015-2016 academic year across all four subscales of the LARPS-S. Associations with scores on the three administrations of the FAIR assessment were less consistent, with no items on the relatedness subscale and only one (teacher-directed discussion) on the competence scale significantly correlated with these variables. Thus, early adolescents' perceptions of the degree to which classroom instructional practices meet their needs for competence, autonomy, and relatedness as well as support their intrinsic motivation have higher positive associations with teacher-assigned grades than with standardized assessment scores. This finding follows a pattern seen in previous research regarding motivation to read in which teacher-assigned grades (as opposed to standardized comprehension tests) tend to be more highly associated with intrinsic motivation in particular (Guthrie et al., 1999). This may be due to the multidimensional nature of teacher-assigned grades, in that these grades reflect both academic achievement and other aspects of students' school attitudes, including behavior, effort, and participation (Bowers, 2011), all of which may be associated with motivation.

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Competence subscale. Items from the competence subscale of the LARPS-S were significantly associated with language arts grades for both quarters. However, three items (take notes, student-generated questions, and essay response to text) were not associated with any of the achievement variables within this study. This is surprising, as all three of these practices involve student-generated writing. Both note taking and student-generated questions require teacher scaffolding and support in order for students to employ these practices effectively (Chang & Ku, 2015; McNamara et al., 2007). Essay response to text has been increasingly used as an assessment within the language arts classroom (Calkins, Ehrenworth, & Lehman, 2012). This association with assessment may have an impact on students' perceptions of essay response as not supporting their competence. One item (teacher-directed discussion) was positively associated with all five achievement variables (two quarters of language arts class grades and scores from three administrations of the FAIR). Five additional items (open-ended textbook questions, open-ended teacher questions, collaborative discussion, small group work, and graphic organizers) were positively associated with both language arts grades for both quarters. Hence, students who reported these items as supportive of their competence in the language arts classroom were more likely to have higher language arts grades. Qualitative research has found that students reported earning high grades on group projects, even when those projects were complex (Schmakel, 2008). The association between students' perception of this classroom practice as supportive of their need for competence and language arts grades indicates a similar pattern. Previous investigation of associations between reading comprehension practices and student self-efficacy has found negative associations between student perceptions of graphic organizers and reading achievement scores, as measured by the Stanford Achievement Test (Barkley, 2006). This is in contrast to the positive association between student perceptions of

graphic organizers as supportive of their need for competence and reading achievement as measured through language arts grades in the current study. However, this may be explained by the differences between teacher-assigned grades and standardized achievement tests, which will be discussed further in Chapter V. In addition, teacher think-aloud and creative writing response to text were positively associated with language arts grades for the second quarter of the 2015-2016 academic year (see Table 21 for correlations between items on the competence subscale of the LARPS-S and achievement data).

Autonomy subscale. One item (creative writing) on the autonomy subscale of the LARPS-S was positively associated with language arts class grades for both quarters and scores from all three administrations of the FAIR. Four items (open-ended teacher questions, teacher-directed discussion, collaborative discussion, and small group work) were associated with all achievement variables except scores for the FAIR assessment from 2014-2015. Thus, students who scored higher on multiple achievement variables were more likely to perceive these four instructional practices as supportive of their autonomy in the classroom. Collaborative activities such as small group work and collaborative discussion, in particular, require active participation by all group members in order to effectively support reading comprehension (Kamil, 2004), making this association between achievement and student perception of these items logical. One item (take notes) was not associated with any of the achievement variables (see Table 22 for correlations between items on the autonomy subscale of the LARPS-S and achievement data).

Relatedness subscale. Items on the relatedness subscale of the LARPS-S were less significantly associated with achievement variables. Six items (open-ended textbook questions, open-ended teacher questions, teacher-directed discussion, collaborative discussion, small group

work, and creative writing) were all positively associated with language arts class grades for both quarters, with correlations ranging from .154 to .293. However, five items (multiple-choice questions, take notes, student-generated questions, teacher think-aloud, and essay response to text) were not associated with any of the achievement variables analyzed (see Table 23 for correlations between items on the relatedness subscale of the LARPS-S and achievement data). As hypothesized, many of the instructional practices viewed by early adolescents as supportive of their need for relatedness were those that provide opportunities for students to interact with the teacher and peers, including collaborative discussion, small group work, and teacher-directed discussion, and these instructional practices were associated with achievement in reading.

Intrinsic motivation subscale. The intrinsic motivation subscale of the LARPS-S had items associated with all achievement variables except scores from the FAIR assessment from the 2014-2015 academic year. Similar to the pattern seen on the relatedness subscale, open-ended teacher questions, teacher-directed discussion, and creative writing were all positively associated with language arts grades for both quarters and scores from both FAIR assessments for the 2015-2016 academic year. Students who perceived these instructional practices as supportive of their intrinsic motivation were more likely to earn higher scores on all achievement variables for the 2015-2016 academic year, adding to trends in previous research of strong positive associations between intrinsic motivation to read and reading achievement (Klauda & Guthrie, 2015; Wolters & Denton, 2014). Another pattern repeated from the relatedness subscale is the items not associated with any achievement variables (multiple-choice questions, take notes, essay response to text) with the addition of graphic organizers (see Table 24 for correlations between items on the intrinsic motivation subscale of the LARPS-S and achievement data).

Overall results of analyses for research question one indicate the four subscales of the LARPS-S indicate a possible two-factor structure for two of the subscales (competence and autonomy) that are not supported theoretically. Thus, all four subscales are single-factor for statistical and/or theoretical reasons. Correlational analyses indicate preliminary support for the validity of the LARPS-S as a measure of motivation to read, based on associations of items on the subscales of the LARPS with subscales of the MRQ and with student achievement variables, specifically teacher-assigned quarter grades. Correlation analyses for the LARPS-T do not currently provide evidence for the construct validity of the LARPS-T as a measure of teacher beliefs about students' motivation to read.

Research question 2 data analysis. Research question two addresses further evidence of validity and reliability for the LARPS. Once the factor structure of each sub-measure of the LARPS-S was established, reliability coefficients and item-total correlations were calculated to further determine the internal consistency of the measure. This included reliability analyses for each of the three needs and for self-determined (intrinsic) motivation within the measure. Because the teacher measure (LARPS-T) is parallel to the student measure and the teacher sample was not sufficient for EFA analyses, reliability analyses on teacher items for each of the three needs were conducted to ensure they demonstrate satisfactory internal consistency based on the factor structure of the LARPS-S.

Reliability of the LARPS-S. Cronbach's alpha was calculated for each subscale of the LARPS-S based on the factor structure determined in exploratory factor analysis. Analyses were run utilizing SAS version 3.4. The Cronbach's alpha for the single-factor competence subscale was .940, indicating a high level of reliability. The Cronbach's alpha for the single-factor

autonomy subscale was .923, also indicating a high level of reliability. The Cronbach's alpha for the relatedness subscale with a single-factor structure was .954, again indicating a high level of reliability. Finally, the Cronbach's alpha for the self-determined (intrinsic) motivation subscale was .955, finally indicating a high level of reliability for this subscale with a single-factor structure.

Item-total correlations for each subscale (Tables 25-28) further support the reliability of the LARPS-S. Items on the *competence subscale* had a moderate to strong item-total correlation (ranging from .625 to .790) and removal of any item on the subscale would lead to a decrease in alpha. This pattern was also evident in analysis of the *autonomy subscale*, with item-total correlations ranging from .593 to .755 and no items whose removal would improve the reliability of the subscale. Both the *relatedness subscale* (item-total correlations ranging from .733 to .880) and *intrinsic motivation subscale* (item total correlations ranging from .683 to .827) indicated support for the reliability of the LARPS-S. Analyses of these subscales did not indicate the need for removal of any items.

Reliability of the LARPS-T. Cronbach's alpha was calculated for each subscale of the LARPS-T, based on the factor structure of the LARPS-S. Cronbach's alpha for the competence subscale of the LARPS-T indicated strong reliability (α = .920). Cronbach's alpha for the autonomy subscale indicated a good level of reliability (α = .856). The relatedness subscale of the LARPS-T also had good reliability (α = .845). The intrinsic motivation subscale of the LARPS-T indicated an acceptable reliability (α = .714).

Item-total correlation (Tables 29-32) indicated that reliability of all subscales of the LARPS-T could be improved by the removal of items that are not strongly associated with the

subscale. On the *competence subscale*, one item (student-generated questions) could be removed to improve the reliability of the subscale to .928. On the *autonomy subscale*, removal of small group work, student-generated questions, and creative writing response to text would improve the reliability of the subscale (to α = .862, .868, and .864 respectively). The reliability of the *relatedness subscale* of the LARPS-T could be improved by the removal of teacher-directed discussion (r = .300), student-generated questions (r = .117), and teacher think aloud (r = .296); thus increasing alpha to .848, .860 and .848 respectively. Two items on the *intrinsic motivation subscale* (graphic organizers and essay response to text) had low item-total correlations (r = .196 and -.305 respectively) and could be removed to improve the alpha of the subscale. As the purpose of the LARPS-T was to assess teacher perceptions of the degree to which each classroom instructional practice supports their needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation to read, patterns across the item-total correlations were of particular interest. However, item-total correlations did not indicate any item whose removal would improve the reliability of all subscales. Based on the need to keep all subscales consistent across both the student and teacher forms of the measure to support the overall purpose of the measure, lack of patterns across subscales, and the overall reliability of each subscale for both the student and teacher forms, it was decided to retain all items.

Results of analyses for research questions three provide support for the reliability of the LARPS-S, with item-total correlations supporting the inclusion of all items. Results of analyses for the LARPS-T are less supportive, with item-total correlations indicating the removal of at least one item on each subscale could increase the reliability of the measure.

Research question 3 data analysis. Research question three involves the investigation of relationships between student and teacher perceptions of language arts classroom instructional practices. Correlations between student and teacher responses to items on each subscale of the LARPS were conducted to determine the level of association between the perceptions of these two groups. There were few significant associations for the four subscales of the LARPS.

Associations between student and teacher perceptions. Data indicated few significant associations among teacher and student perceptions of the frequency of use and the degree to which the classroom instructional practices meet students' needs and support their self-determined motivation to read. There were significant positive associations between teacher and student perceptions of the frequency with which classroom instructional practices are utilized for two items, collaborative discussion (0.769, $p<.05$) and partner/small group work (0.734, $p<.05$; See Table 33 for correlations between items regarding frequency on the LARPS). This is similar to the pattern seen in previous research, in which students' and teachers' rankings of activities by frequency differed for twelve of thirteen instructional practices (Hawkey, 2006). These results, as well as additional results for all subscales of the LARPS, follow the pattern seen in previous research of alignment between student and teacher perceptions (Delaney et al., 2014; Stroet et al., 2013) that found lack of convergence in the perceptions of the two groups regarding students' motivation to read.

Items on the competence subscale of the LARPS indicated no significant associations between teacher and student perceptions (See Table 34 for correlations between items on the competence subscale of the LARPS). The autonomy subscale of the LARPS indicated a significant correlation between teacher and student perceptions of the degree to which creative

writing response is perceived to influence students' need for autonomy (0.72, $p<.05$; see Table 35 for correlations between items on the autonomy subscale of the LARPS). Thus, as student perceptions of the degree to which creative writing supported their need for autonomy increased, teacher perceptions of this instructional practice as supportive of students' autonomy also increased. However, no such associations were evident for any additional classroom instructional practices. The minimal associations between teacher and student perceptions regarding the degree to which classroom instructional practices supported students' need for autonomy may also be reflective of trends seen in previous research indicating student perceptions of a decrease in teacher autonomy support during the middle grades (Gillet et al., 2012; Katz et al., 2010).

A similar pattern to that evident on the competence subscale was evident on both the relatedness and intrinsic motivation subscales of the LARPS. No items indicated significant associations between teacher and student perceptions of the degree to which classroom instructional practices supported students' need for relatedness (see Table 35 for correlations between items on the relatedness subscale of the LARPS) or their intrinsic motivation to read (see Table 37 for correlations between items on the intrinsic motivation subscale of the LARPS). As seen on the competence and autonomy subscales of the LARPS, these results indicate a lack of convergence between student and teacher perceptions of the degree to which instructional practices support students' relatedness in the language arts classroom. Thus, as seen in previous research (Delaney et al., 2014; Stroet, 2013) all subscales on the LARPS point to a lack of convergence between student and teacher perceptions of the degree to which classroom instructional practices in language arts meet students' needs and support their intrinsic motivation to read.

Conclusion

Items for inclusion in the LARPS were selected through a quantitative content analysis of adopted middle grades language arts textbooks from two states. This resulted in an initial item pool of fifteen items, which was narrowed to twelve items based on expert panel feedback and theoretical reasons. Expert panel feedback also resulted in a revision of the format and language utilized within the student and teacher forms of the LARPS. Cognitive interviews with four middle grades students informed modifications to the survey protocol to clarify terminology utilized on the LARP-S.

Exploratory factor analysis with theoretical guidance resulted in a one-factor solution for all subscales of the LARPS. The one-factor solution had an acceptable fit and overall good reliability for all subscales of both forms. Additional evidence of concurrent validity with existing measures of motivation to read and student academic achievement were also calculated. This included analysis of relationships between the LARPS-S and the MRQ and student achievement variables. These analyses provided preliminary support for the concurrent validity of the LARPS-S. Analysis of relationships between the LARPS-T and TBSMRQ did not provide support for the concurrent validity of the teacher form of the measure. Finally, associations between the LARPS-S and LARPS-T indicate a lack of convergence between student and teacher perceptions of the degree to which classroom instructional practices support early adolescents' needs and self-determined (intrinsic) motivation to read. These findings will be discussed further in Chapter V.

Table 5

Full list of focused codes from textbook content analysis

Number	Name
1	Multidraft reading
2	Summarize
3	Student-generated questions
4	Analyze an argument
5	View related video
6	Listen to audio of text
7	Student read-aloud
8	Teacher read-aloud
9	Answer open-ended questions posed in textbook
10	Teacher-initiated questions (not in student textbook)
11	Take notes
12	Class reads a model selection
13	Whole class, teacher-mediated discussion
14	Collaborative, student-led discussions
15	Graphic organizer
16	Think-aloud modeling by teacher
17	Drama activities (including role play and reenactments of scenes from texts)
18	Respond to text in essay format
19	Timed essay writing in response to text
20	Creative fiction (non-essay) response to text
21	Short written response to text (non-creative/fiction)
22	Multiple choice questions within student textbook
23	Create a visual presentation in response to text (no pre-assigned format)

Table 5 (Continued)

Number	Name
24	Small group/partner assignment (May include any other practice mentioned)
25	Oral presentation
26	Multimedia presentation
27	Literature circles
28	Game-based learning activities
29	Independently read choice material

Table 6

Initial Item Pool for LARPS, Ranked by Overall Frequency

Code	Name	Frequency rank by full total	Frequency rank by page total
9	Open-ended questions posed in textbook	1	2
10	Teacher-initiated questions	2	1
15	Graphic organizer	3	3
13	Whole class, teacher mediated discussion	4	4
22	Multiple choice questions	5	16
14	Collaborative discussions	6	5
6	Listen to audio of text	7	6
16	Think-aloud modeling by teacher	8	7
20	Creative (non-essay) response to text	9	9
11	Take notes	10	8
18	Respond to text in essay format	11	10
8	Teacher read aloud text	12	11
2	Summarize	13	13
24	Small group/partner assignment	14	12
3	Student generated questions	15	15

Table 7

Descriptive Statistics for LARPS-S

Item		N	Mean	SD	Skew	Kurtosis
1.	Open-ended textbook questions	210	3.80	0.87	-0.778	0.910
	Competence	204	3.62	1.05	-0.225	-0.507
	Autonomy	201	3.40	1.17	-0.308	-0.697
	Relatedness	197	3.37	1.38	-0.399	-1.033
	Intrinsic Motivation	196	3.07	1.36	-0.028	-1.081
2.	Open-ended questions asked by teacher	209	4.13	1.05	-1.433	1.815
	Competence	197	3.66	1.17	-0.591	-0.358
	Autonomy	200	3.52	1.19	-0.428	-0.482
	Relatedness	193	3.39	1.37	-0.373	-1.039
	Intrinsic Motivation	197	3.19	1.36	-0.161	-1.081
3.	Multiple choice questions	208	4.05	0.67	-0.729	2.003
	Competence	204	3.73	1.09	-0.583	-0.179
	Autonomy	200	3.40	1.24	-0.353	-0.750
	Relatedness	192	3.34	1.36	-.0331	-1.064
	Intrinsic Motivation	203	3.02	1.46	-0.084	-1.309
4.	Teacher directed whole-class discussion	210	4.23	0.93	-1.494	2.416
	Competence	205	3.76	1.16	-0.595	-0.444
	Autonomy	198	3.73	1.18	-0.660	-0.350
	Relatedness	197	3.59	1.37	-0.631	-0.778
	Intrinsic Motivation	200	3.22	1.38	-0.252	-1.074
5.	Collaborative Discussion	209	3.69	0.94	-0.897	1.119
	Competence	205	3.71	1.17	-0.616	-0.306
	Autonomy	202	3.73	1.21	-0.610	-0.574
	Relatedness	198	3.56	1.35	-0.577	-0.818
	Intrinsic Motivation	202	3.36	1.39	-0.278	-1.123

Table 7 (Continued)

Item		N	Mean	SD	Skew	
6.	Partner/small group work	210	3.56	1.12	-0.723	0.401
	Competence	206	3.71	1.20	-0.743	-0.160
	Autonomy	203	3.69	1.24	-0.711	-0.417
	Relatedness	201	3.60	1.31	-0.589	-0.718
	Intrinsic Motivation	200	3.41	1.42	-0.415	-1.075
7.	Graphic organizer	210	3.23	0.92	-0.444	-0.141
	Competence	197	3.47	1.21	-0.340	-0.674
	Autonomy	197	3.38	1.22	-0.325	-0.717
	Relatedness	193	3.30	1.32	-0.350	-0.894
	Intrinsic Motivation	198	3.06	1.37	-0.122	-1.127
8.	Take notes	208	3.35	1.23	-0.419	-0.628
	Competence	194	3.66	1.28	-0.631	-0.613
	Autonomy	192	3.41	1.26	-0.315	-0.860
	Relatedness	192	3.26	1.35	-0.308	-1.006
	Intrinsic Motivation	185	3.16	1.44	-0.179	-1.230
9.	Student generated questions	209	2.22	1.23	0.672	-0.579
	Competence	171	3.16	1.36	-0.144	-1.061
	Autonomy	172	3.16	1.39	-0.203	-1.185
	Relatedness	168	3.149	1.40	-0.124	-1.179
	Intrinsic Motivation	175	2.86	1.43	0.099	-1.211
10.	Teacher think-aloud	210	3.60	1.24	-0.643	-0.504
	Competence	195	3.63	1.24	-0.559	-0.582
	Autonomy	195	3.37	1.28	-0.313	-0.908
	Relatedness	189	3.38	1.36	-0.345	-1.050
	Intrinsic Motivation	193	3.31	1.41	-0.352	-1.083

Table 7 (Continued)

Item	N	Mean	SD	Skew	
11. Creative response to text	208	3.13	1.15	-0.432	-0.567
Competence	197	3.65	1.16	-0.599	-0.221
Autonomy	193	3.50	1.17	-0.424	-0.532
Relatedness	192	3.35	1.29	-0.346	-0.804
Intrinsic Motivation	193	3.32	1.40	-0.382	-1.086
12. Essay Response to text	208	3.36	0.87	-0.012	-0.342
Competence	202	3.55	1.23	-0.521	-0.526
Autonomy	202	3.40	1.26	-0.375	-0.828
Relatedness	199	3.20	1.37	-0.214	-1.075
Intrinsic Motivation	200	3.02	1.46	-0.074	-1.286

Note: $N = 210$.

Table 8

Descriptive Statistics for LARPS-T

Item	*N*	Mean	SD	Skew	Kurtosis
1. Open-ended textbook questions	8	4.13	0.64	-0.068	0.741
Competence	8	3.50	1.07	0.468	-0.831
Autonomy	8	3.50	1.31	0.255	-1.925
Relatedness	8	4.63	0.52	-0.644	-2.240
Intrinsic Motivation	8	3.88	1.13	-0.488	-0.989
2. Open-ended questions asked by teacher	8	4.75	0.46	-1.440	0.000
Competence	8	4.13	0.64	-0.068	0.741
Autonomy	7	4.57	0.53	-0.374	-2.800
Relatedness	8	4.75	0.46	-1.440	0.00
Intrinsic Motivation	8	3.75	1.04	-0.386	-0.448
3. Multiple choice questions	8	3.38	0.52	0.644	-2.240
Competence	8	3.75	1.04	-0.386	-0.448
Autonomy	8	3.38	1.30	0.105	-1.922
Relatedness	7	3.71	1.13	-0.249	-0.944
Intrinsic Motivation	8	2.65	0.52	-0.644	-2.240
4. Teacher directed whole-class discussion	8	4.38	0.52	0.644	-2.240
Competence	8	4.25	0.89	-0.615	-1.481
Autonomy	8	4.50	0.76	-1.323	0.875
Relatedness	8	4.63	0.74	-1.951	3.205
Intrinsic Motivation	8	4.00	0.93	0.00	-2.100
5. Collaborative Discussion	8	4.25	0.71	-0.404	-0.229
Competence	8	4.00	0.93	0.00	-2.100
Autonomy	8	4.13	0.99	-0.312	-2.358
Relatedness	8	3.90	1.25	-0.876	-0.706
Intrinsic Motivation	8	3.50	0.93	0.000	0.000

Table 8 (Continued)

Item		N	Mean	SD	Skew
6. Partner/small group work	8	3.75	0.99	-0.862	0.840
Competence	8	4.25	0.71	-0.404	-0.229
Autonomy	8	4.63	0.74	-1.951	3.205
Relatedness	8	4.63	0.52	-0.644	-2.240
Intrinsic Motivation	8	3.75	0.71	0.404	-0.229
7. Graphic organizer	8	3.75	0.47	-1.440	0.000
Competence	8	4.00	0.76	0.000	-0.700
Autonomy	8	4.00	0.76	0.000	-0.700
Relatedness	8	4.00	0.93	0.000	-2.100
Intrinsic Motivation	7	3.57	0.79	1.11	0.273
8. Take notes	8	3.38	0.74	-0.824	-0.152
Competence	8	3.75	1.28	-1.560	3.028
Autonomy	8	4.13	1.36	-2.126	5.003
Relatedness	8	3.88	1.36	-1.539	2.571
Intrinsic Motivation	8	3.13	1.13	-0.313	2.211
9. Student generated questions	8	2.25	0.89	1.026	1.851
Competence	7	3.71	0.76	0.595	-0.350
Autonomy	7	4.14	0.69	-0.174	0.336
Relatedness	7	4.14	0.69	-0.174	0.336
Intrinsic Motivation	7	3.71	0.76	0.595	-0.350
10. Teacher think-aloud	8	4.13	0.64	-0.678	0.741
Competence	8	4.38	0.74	-0.824	-0.152
Autonomy	8	4.50	0.76	-1.323	0.875
Relatedness	8	4.63	0.74	-1.951	3.205
Intrinsic Motivation	8	3.88	0.99	0.312	-2.358

Table 8 (Continued)

Item	N	Mean	SD	Skew	
11. Creative response to text	8	3.25	1.28	-0.611	-0.021
Competence	8	4.38	0.74	-0.824	-0.152
Autonomy	8	4.63	0.74	-1.951	3.205
Relatedness	8	4.63	0.74	-1.951	3.205
Intrinsic Motivation	8	3.88	0.99	0.312	-2.358
12. Essay Response to text	8	3.25	0.46	1.440	0.000
Competence	8	3.62	0.74	0.824	-0.152
Autonomy	8	3.88	0.83	0.277	-1.392
Relatedness	8	3.63	0.92	0.999	-1.039
Intrinsic Motivation	8	3.13	0.35	2.828	8.000

Note: N=8

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Table 9

Intraclass Correlation Coefficients for LARPS-S Subscales

	Competence	Autonomy	Relatedness	Motivation
Open-ended text questions	.164	.244	.216	.162
Open-ended teacher questions	.238	.146	.160	.170
Multiple-choice questions	.186	.249	.158	.159
Teacher-directed discussion	.221	.128	.232	.208
Collaborative discussion	.346	.145	.187	.194
Small group work	.230	.153	.271	.195
Graphic organizer	.233	.260	.173	.150
Take notes	.114	.123	.202	.168
Student-generated questions	.096	.142	.174	.134
Teacher think-aloud	.230	.166	.189	.189
Creative writing	.292	.194	.258	.121
Essay	.104	.155	.141	.078

Table 10

Reliability Coefficients for MRQ Subscales

Subscale	No. items	Alpha
Self-efficacy	3	.725
Challenge	5	.830
Curiosity	6	.765
Importance	2	.743
Work Avoidance	4	.527
Competition	6	.742
Recognition	5	.729
Grades	4	.560
Social Reasons	7	.683
Involvement	6	.788
Compliance	5	-.057

Table 11

Reliability Coefficients of TBSMRQ Subscales

Subscale	No. items	Alpha
Efficacy	4	.921
Challenge	4	.728
Curiosity	7	.832
Involvement	3	.925
Grades	5	.822
Competition	5	.694
Social Reasons	3	.900
Compliance	2	.857
Importance	2	.752
Autonomy Support	6	.853

Table 12

Correlations between LARPS-S competence subscale items and MRQ

	Self-efficacy	Challenge	Curiosity	Importance	Involvement	Competition	Recognition	Social Reasons
Open-ended text questions	.410**	.203**	.090	.235**	.206**	.157*	.271**	.250**
Open-ended teacher questions	.358**	.142*	.056	.216**	.169*	.084	.183*	.206**
Multiple-choice questions	.362**	.214**	.151*	.265**	.230**	.144*	.267**	.290**
Teacher-directed discussion	.308**	.253**	.173*	.186**	.261**	.180*	.259**	.295**
Collaborative discussion	.299**	.188**	.221*	.250**	.182**	.207**	.301**	.233**
Small group work	.345**	.303**	.267*	.310**	.298**	.230**	.334**	.269**
Graphic organizer	.328**	.121	.113	.222**	.147*	.168*	.226**	.225**
Take notes	.278**	.185**	.102	.190**	.183*	.142*	.280**	.313**
Student-generated questions	.347**	.258**	.153*	.245**	.270**	.216**	.284**	.272**
Teacher think-aloud	.352**	.279**	.184*	.292**	.294**	.142*	.328**	.263**
Creative writing	.323**	.203**	.078	.139	.277**	.179*	.267**	.261**
Essay	.223**	.134	.077	.179*	.168*	.204**	.253**	.247**
M (SD)	2.86 (.73)	2.60 (.81)	2.82 (.68)	2.78 (.90)	2.77 (.77)	2.71 (.71)	2.51 (.75)	1.77 (.60)

Note: See Table 7 for LARPS-S competence item means and *N* for each item. *N* range 171-208. ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed)

Table 13

Correlations between LARPS-S autonomy subscale items and MRQ

	Self-efficacy	Challenge	Curiosity	Importance	Involvement	Competition	Recognition	Social Reasons
Open-ended text questions	.202**	.081	.053	.095	.100	.161*	.169*	.137
Open-ended teacher questions	.223**	.074	.114	.160*	.138	.124	.182**	.125
Multiple-choice questions	.189**	.036	.065	.122	.148*	.132	.213**	.202**
Teacher-directed discussion	.205**	.118	.101	.079	.206**	.147*	.178*	.190**
Collaborative discussion	.233**	.120	.109	.132	.164*	.127	.202**	.157*
Small group work	.166**	.173*	.126	.134	.205**	.180*	.208**	.071
Graphic organizer	.237**	.143*	.117	.174*	.204**	.141*	.200**	.181*
Take notes	.198**	.152*	.055	.097	.173*	.070	.204**	.204**
Student-generated questions	.128	.014	-.012	.064	.071	.130	.210**	.155*
Teacher think-aloud	.261**	.163*	.094	.182*	.165*	.039	.197**	.185*
Creative writing	.229**	.080	.050	.075	.136	.127	.145*	.139
Essay	.184**	.123	.068	.152*	.162*	.221**	.231**	.252**
M (SD)	2.86 (.73)	2.60 (.81)	2.82 (.68)	2.78 (.90)	2.77 (.77)	2.71 (.71)	2.51 (.75)	1.77 (.60)

Note: See Table 7 for LARPS-S autonomy item means and *N* for each item. *N* range 172 - 203. ** *p* < 0.01 (2-tailed); **p* < 0.05 (2-tailed)

Table 14

Correlations between LARPS-S relatedness subscale items and MRQ

	Self-efficacy	Challenge	Curiosity	Importance	Involvement	Competition	Recognition	Social Reasons
Open-ended text questions	.239**	.131	.101	.155*	.110	.032	.200**	.140
Open-ended teacher questions	.287**	.184*	.198**	.203**	.198**	.082	.260**	.195**
Multiple-choice questions	.260**	.169*	.152*	.173*	.132	.000	.146*	.207*
Teacher-directed discussion	.174*	.211*	.183*	.144*	.175*	.033	.159*	.190**
Collaborative discussion	.180*	.181*	.146*	.147*	.154*	.070	.131	.190*
Small group work	.274**	.237**	.193**	.263**	.198**	.092	.192**	.185**
Graphic organizer	.276**	.192**	.152*	.198**	.147*	.090	.237**	.220**
Take notes	.244**	.199**	.157*	.148*	.186*	.124	.303**	.295**
Student-generated questions	.295**	.173*	.072	.128	.150	.096	.194*	.165*
Teacher think-aloud	.269**	.260**	.185*	.253**	.245**	.037	.250**	.230**
Creative writing	.317**	.231**	.186**	.148*	.253**	.091	.236**	.288**
Essay	.254**	.224**	.138	.149*	.206**	.160*	.271**	.257**
M (SD)	2.86 (.73)	2.60 (.81)	2.82 (.68)	2.78 (.90)	2.77 (.77)	2.71 (.71)	2.51 (.75)	1.77 (.60)

Note: See Table 7 for LARPS-S relatedness item means and *N* for each item. *N* range 168 - 201. ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed)

Table 15

Correlations between LARPS-S intrinsic motivation subscale items and MRQ

	Self-efficacy	Challenge	Curiosity	Importance	Involvement	Competition	Recognition	Social Reasons
Open-ended text questions	.500**	.378**	.325**	.365**	.363**	.239**	.384**	.344**
Open-ended teacher questions	.419**	.365**	.307**	.258**	.361**	.119	.312**	.252**
Multiple-choice questions	.398**	.244**	.203**	.231**	.317**	.137	.241**	.210**
Teacher-directed discussion	.301**	.298**	.217**	.186**	.318**	.068	.228**	.194**
Collaborative discussion	.350**	.289**	.230**	.258**	.298**	.146*	.261**	.221**
Small group work	.325**	.259**	.184**	.285**	.296**	.206**	.276**	.230**
Graphic organizer	.301**	.237**	.199**	.247**	.232**	.132	.250**	.228**
Take notes	.243**	.177*	.114	.165*	.212**	.080	.275**	.211**
Student-generated questions	.275**	.179*	.102	.143	.211**	.029	.187*	.188*
Teacher think-aloud	.239**	.172*	.045	.203**	.192**	.119	.214**	.138
Creative writing	.258**	.253**	.161*	.227**	.306**	.113	.266**	.304**
Essay	.216**	.205**	.108	.227**	.188**	.501**	.256**	.267**
M (SD)	2.86 (.73)	2.60 (.81)	2.82 (.68)	2.78 (.90)	2.77 (.77)	2.71 (.71)	2.51 (.75)	1.77 (.60)

Note: See Table 7 for LARPS-S intrinsic motivation item means and *N* for each item. *N* range 175 - 203. ** *p* < 0.01 (2-tailed); **p* < 0.05 (2-tailed)

Table 16

Correlations between LARPS-T competence subscale items and TBSMRQ

	Efficacy	Challenge	Curiosity	Involvement	Grades	Competition	Social	Compliance	Importance	Autonomy Support
Open-ended textbook questions	.000	.240	.248	.291	-.080	-.122	.519	-.401	-.337	.202
Open-ended teacher questions	-.040	.033	.690†	.716*	.055	.072	.239	-.670†	-.422	.197
Multiple-choice questions	.547	.620	.479	.466	.233	.190	.099	-.473	.104	.545
Teacher-directed discussion	.522	.531	.759*	.755*	.272	.074	-.379	-.622†	.203	.664†
Collaborative discussion	.333	.647†	.268	.303	-.030	-.368	.000	-.331	.000	.675†
Small group work	.655†	.786*	-.200	-.198	.181	.019	.351	-.173	.459	.764*
Graphic organizer	-.136	.113	.585	.659†	-.112	-.347	.154	-.649†	-.381	.318
Take notes	.762*	.902**	.221	.231	.232	-.051	-.057	-.383	.534	.853**
Student-generated questions	-.710	.167	-.234	-.141	-.927**	-.756*	.025	.508	-.548	.129
Teacher think-aloud	.726*	.776*	-.119	-.115	.257	.044	.147	-.247	.654†	.831*
Creative writing	.172	.431	-.167	-.157	-.086	-.238	.304	.000	-.121	.444
Essay	.242	.259	.428	.408	.429	.414	.481	-.659†	-.073	.137
M (SD)	5.81 (.35)	5.69 (.42)	5.00 (1.15)	4.75 (1.53)	4.15 (1.01)	2.65 (1.09)	5.13 (.82)	4.50 (1.16)	5.44 (.50)	5.40 (.50)

Note: See Table 8 for LARPS-T competence item means and *N* for each item. *N* range 7-8. ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 17

Correlations between LARPS-T autonomy subscale items and TBSMRQ

	Efficacy	Challenge	Curiosity	Involvement	Grades	Competition	Social	Compliance	Importance	Autonomy Support
Open-ended textbook questions	-.079	.196	.203	.285	-.152	-.320	.423	-.421	-.165	.128
Open-ended teacher questions	-.548	-.233	.458	.542	-.336	-.484	.342	-.372	-.708†	-.208
Multiple-choice questions	.336	.378	.639†	.603	.452	.287	-.095	-.565	.042	.106
Teacher-directed discussion	.136	.113	.843**	.823*	.150	.243	-.193	-.487	-.286	.032
Collaborative discussion	.285	.626†	.321	.369	-.079	-.430	-.081	-.309	.018	.515
Small group work	.242	.143	-.262	-.261	.162	.344	.559	-.082	.315	.008
Graphic organizer	-.136	-.113	.515	.535	.263	.208	.309	-.649†	-.191	-.254
Take notes	.815*	.836**	.300	.293	.319	.131	-.188	-.362	.651†	.695†
Student-generated questions	-.849*	-.411	-.096	-.021	-.885**	-.496	-.203	.599	-.400	-.456
Teacher think-aloud	.680†	.793*	-.023	.000	.187	-.069	.039	-.243	.667†	.667†
Creative writing	-.311	.144	-.071	.031	-.410	-.855**	.089	-.082	-.266	.202
Essay	.277	.385	.085	.084	.297	.197	.446	-.367	.151	.079
M (SD)	5.81 (.35)	5.69 (.42)	5.00 (1.15)	4.75 (1.53)	4.15 (1.01)	2.65 (1.09)	5.13 (.82)	4.50 (1.16)	5.44 (.50)	5.40 (.50)

Note: See Table 8 for LARPS-T autonomy item means and *N* for each item. *N* range 7-8. ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 18

Correlations between LARPS-T relatedness subscale items and TBSMRQ

	Efficacy	Challenge	Curiosity	Involvement	Grades	Competition	Social	Compliance	Importance	Autonomy Support
Open-ended textbook questions	.347	.703†	.000	.045	-.096	-.469	.014	-.118	.174	.569
Open-ended teacher questions	-.333	-.092	-.268	-.168	-.276	-.481	.473	-.132	-.078	-.026
Multiple-choice questions	-.482	.113	.780*	.816*	.085	-.172	-.042	-.682†	-.589	-.049
Teacher-directed discussion	-.311	-.201	.856**	.910**	-.105	-.256	-.304	-.577	-.460	-.057
Collaborative discussion	.516	.807*	.340	.381	.176	-.416	-.357	-.442	.448	.708*
Small group work	.348	.537	-.137	-.075	.014	-.266	.240	-.237	.452	.476
Graphic organizer	-.556	-.370	.363	.437	-.061	-.256	.315	-.530	-.467	-.363
Take notes	.777*	.742	.209	.189	.476	.276	-.070	-.407	.731*	.545
Student-generated questions	-.849*	-.410	-.096	-.021	-.885**	-.496	-.203	.599	-.400	-.456
Teacher think-aloud	.795*	.719*	-.024	-.052	.352	.344	.088	-.164	.702†	.525
Creative writing	-.311	.144	-.071	.031	-.410	-.855**	.088	-.082	-.266	.202
Essay	.084	.304	.425	.467	.163	-.093	.263	-.602	-.059	.111
M (SD)	5.81 (.35)	5.69 (.42)	5.00 (1.15)	4.75 (1.53)	4.15 (1.01)	2.65 (1.09)	5.13 (.82)	4.50 (1.16)	5.44 (.50)	5.40 (.50)

Note: See Table 8 for LARPS-T relatedness item means and *N* for each item. *N* range 7-8. ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 19

Correlations between LARPS-T intrinsic motivation subscale items and TBSMRQ

	Efficacy	Challenge	Curiosity	Involvement	Grades	Competition	Social	Compliance	Importance	Autonomy Support
Open-ended textbook questions	.300	.589	-.189	-.131	-.258	-.623†	-.136	.054	.240	.784*
Open-ended teacher questions	-.149	.041	-.137	-.045	-.562	-.697†	-.183	.178	-.035	.360
Multiple-choice questions	.348	.537	.718*	.767*	.069	-.317	-.437	-.592	.174	.569
Teacher-directed discussion	.000	-.092	.325	.336	-.337	-.142	-.505	.132	-.156	.208
Collaborative discussion	.222	.462	-.019	.034	-.306	-.680†	-.536	.132	.234	.649†
Small group work	.509	0424	-.651†	-.682†	-.100	.019	-.103	.607	.561	.459
Graphic organizer	-.662	-.652	-.441	-.401	-.306	-.366	.000	.337	-.283	-.424
Take notes	.780*	.703†	-.094	-.117	.334	.134	-.331	-.054	.912**	.667†
Student-generated questions	.646	-.417	-.259	-.364	.301	.635	-.235	.419	.411	-.273
Teacher think-aloud	.545	.238	-.411	-.495	.336	.457	-.273	.371	.709*	.212
Creative writing	-.285	-.194	-.447	-.432	-.236	-.444	-.273	.433	-.018	-.030
Essay	.218	-.182	.000	-.110	.341	.872**	.103	.173	.051	-.323
M (SD)	5.81 (.35)	5.69 (.42)	5.00 (1.15)	4.75 (1.53)	4.15 (1.01)	2.65 (1.09)	5.13 (.82)	4.50 (1.16)	5.44 (.50)	5.40 (.50)

Note: See Table 8 for LARPS-T intrinsic motivation item means and *N* for each item. . *N* range 7-8. ** *p* < 0.01 (2-tailed); **p* < 0.05 (2-tailed); † *p* < .10 (2-tailed).

Table 20

Achievement Data Descriptive Statistics

	N	M	SD	Skewness	Kurtosis
Language Arts Grade – 1st quarter 2015-2016	196	80.07	10.10	-0.52	0.11
Language Arts Grade – 2nd quarter 2015-2016	201	79.04	11.17	-0.63	0.41
FAIR 3rd administration 2014-2015 (centered)	113	9.70	98.20	0.60	-0.55
FAIR 1st administration 2015-2016 (centered)	189	17.65	112.67	0.21	-0.07
FAIR 2nd administration 2015-2016 (centered)	181	21.44	123.17	0.63	0.97

Table 21

Correlations between LARPS-S competence subscale items and achievement variables

	LA Grade – 1st quarter 2015-2016	LA Grade – 2nd quarter 2015-2016	FAIR 3rd admin. 2014-2015 (centered)	FAIR 1st admin. 2015-2016 (centered)	FAIR 2nd admin. 2015-2016 (centered)
Open-ended textbook questions	0.225**	0.240**	0.267	0.137†	0.190*
Open-ended teacher questions	0.249**	0.189**	0.011	0.161*	0.128†
Multiple-choice questions	0.140†	0.178*	0.352	0.054	0.936
Teacher-directed discussion	0.293**	0.256**	0.236*	0.219**	0.265**
Collaborative discussion	0.195**	0.166*	-0.016	0.067	0.096
Small group work	0.231**	0.202**	0.105	0.066	0.121
Graphic organizer	0.200**	0.200**	0.012	0.039	0.048
Take notes	0.103	0.101	0.029	0.017	0.064
Student-generated questions	0.107	0.054	0.122	0.032	0.121
Teacher think-aloud	0.143†	0.145*	0.000	0.089	0.099
Creative writing	0.135†	0.206*	0.075	0.009	0.121
Essay	0.091	0.136†	-0.013	0.029	0.108

Note: See Table 7 for LARPS-S competence item means and N for each item. *N* range 171 - 208 ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 22

Correlations between LARPS-S autonomy subscale items and achievement variables

	LA Grade – 1st quarter 2015-2016	LA Grade – 2nd quarter 2015-2016	FAIR 3rd admin. 2014-2015 (centered)	FAIR 1st admin. 2015-2016 (centered)	FAIR 2nd admin. 2015-2016 (centered)
Open-ended textbook questions	0.235**	0.114	-0.016	0.165*	0.232**
Open-ended teacher questions	0.215**	0.160*	0.094	0.227**	0.203**
Multiple-choice questions	0.150*	0.056	-0.083	0.067	0.121
Teacher-directed discussion	0.246**	0.189**	0.145	0.210*	0.271**
Collaborative discussion	0.240**	0.217**	0.134	0.152*	0.248**
Small group work	0.300**	0.206**	0.172†	0.159*	0.212**
Graphic organizer	0.247**	0.185*	0.150	0.147†	0.167*
Take notes	0.134†	0.049	0.035	0.077	0.204**
Student-generated questions	0.237**	0.120	0.073	0.080	0.161†
Teacher think-aloud	0.200**	0.140†	-0.064	0.093	0.112
Creative writing	0.335**	0.325**	0.238*	0.237**	0.298**
Essay	0.193**	0.064	-0.002	0.215	0.164*

Note: See Table 7 for LARPS-S autonomy item means and N for each item. *N* range 172 - 203 ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 23

Correlations between LARPS-S relatedness subscale items and achievement variables

	LA Grade – 1st quarter 2015-2016	LA Grade – 2nd quarter 2015-2016	FAIR 3rd admin. 2014-2015 (centered)	FAIR 1st admin. 2015-2016 (centered)	FAIR 2nd admin. 2015-2016 (centered)
Open-ended textbook questions	0.264**	0.293**	0.029	0.718	0.107
Open-ended teacher questions	0.183*	0.160*	0.007	0.105	0.085
Multiple-choice questions	0.140†	0.123†	-0.118	0.042	0.117
Teacher-directed discussion	0.178*	0.173*	-0.011	0.074	0.171
Collaborative discussion	0.240**	0.204**	-0.054	0.081	0.215
Small group work	0.217**	0.163*	-0.002	0.075	0.162
Graphic organizer	0.151*	0.120	-0.100	0.029	0.059
Take notes	0.086	0.084	-0.080	-0.020	0.074
Student-generated questions	0.145†	0.093	0.014	0.038	0.102
Teacher think-aloud	0.119	0.135†	-0.081	0.022	0.031
Creative writing	0.199**	0.154*	0.041	0.042	0.188
Essay	0.066	0.098	-0.146	0.008	0.096

Note: See Table 7 for LARPS-S relatedness item means and N for each item. *N* range 168 - 201 ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 24

Correlations between LARPS-S intrinsic motivation subscale items and achievement variables

	LA Grade – 1st quarter 2015-2016	LA Grade – 2nd quarter 2015-2016	FAIR 3rd admin. 2014-2015 (centered)	FAIR 1st admin. 2015-2016 (centered)	FAIR 2nd admin. 2015-2016 (centered)
Open-ended textbook questions	0.175*	0.130†	-0.031	0.326	0.112
Open-ended teacher questions	0.201**	0.181*	0.039	0.159*	0.182*
Multiple-choice questions	0.114	0.140†	-0.076	0.068	0.04
Teacher-directed discussion	0.199**	0.160*	0.056	0.148*	0.166*
Collaborative discussion	0.161*	0.095	0.006	0.090	0.079
Small group work	0.245**	0.227**	0.131	0.123†	0.151*
Graphic organizer	0.110	0.077	-0.058	0.097	0.053
Take notes	0.049	-0.042	-0.094	-0.059	-0.034
Student-generated questions	0.155*	0.095	0.133	0.160*	0.163*
Teacher think-aloud	0.157*	0.146*	-0.021	0.108	0.088
Creative writing	0.209*	0.165*	0.166†	0.155*	0.203**
Essay	0.027	0.057	-0.134	-0.014	-0.017

Note: See Table 7 for LARPS-S intrinsic motivation item means and N for each item. *N* range 175 - 203   ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 25

Item-Total Correlations for LARPS-S competence subscale items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.726	0.935
Open-ended teacher questions	0.696	0.936
Multiple-choice questions	0.790	0.932
Teacher-directed discussion	0.752	0.934
Collaborative discussion	0.732	0.934
Small group work	0.735	0.934
Graphic organizer	0.749	0.933
Take notes	0.785	0.933
Student-generated questions	0.669	0.937
Teacher think-aloud	0.726	0.935
Creative writing	0.736	0.934
Essay	0.625	0.938

Note: See Table 7 for LARPS-S competence item means and *N* for each item. *N* range 171 - 208

Table 26

Item-Total Correlations for LARPS-S Autonomy Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.646	0.918
Open-ended teacher questions	0.755	0.913
Multiple-choice questions	0.681	0.916
Teacher-directed discussion	0.649	0.918
Collaborative discussion	0.696	0.916
Small group work	0.671	0.917
Graphic organizer	0.719	0.915
Take notes	0.678	0.917
Student-generated questions	0.593	0.920
Teacher think-aloud	0.687	0.916
Creative writing	0.696	0.916
Essay	0.649	0.918

Note: See Table 7 for LARPS-S autonomy item means and N for each item. *N* range 172 – 203.

Table 27

Item-Total Correlations for LARPS-S Relatedness Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.739	0.952
Open-ended teacher questions	0.788	0.950
Multiple-choice questions	0.835	0.949
Teacher-directed discussion	0.880	0.950
Collaborative discussion	0.837	0.952
Small group work	0.773	0.950
Graphic organizer	0.799	0.950
Take notes	0.783	0.951
Student-generated questions	0.733	0.952
Teacher think-aloud	0.789	0.950
Creative writing	0.816	0.950
Essay	0.816	0.950

Note: See Table 7 for LARPS-S relatedness item means and N for each item. *N* range 168 – 201.

Table 28

Item-total Correlations for LARPS-S Intrinsic Motivation Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.822	0.949
Open-ended teacher questions	0.827	0.949
Multiple-choice questions	0.819	0.949
Teacher-directed discussion	0.798	0.950
Collaborative discussion	0.804	0.950
Small group work	0.725	0.952
Graphic organizer	0.820	0.949
Take notes	0.788	0.950
Student-generated questions	0.720	0.952
Teacher think-aloud	0.813	0.950
Creative writing	0.718	0.952
Essay	0.683	0.953

Note: See Table 7 for LARPS-S competence item means and N for each item. *N* range 175 – 203.

Table 29

Item-total Correlations for LARPS-T Competence Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.812	.0908
Open-ended teacher questions	0.655	0.915
Multiple-choice questions	0.895	0.901
Teacher-directed discussion	0.586	0.918
Collaborative discussion	0.845	0.906
Small group work	0.743	0.911
Graphic organizer	0.668	0.914
Take notes	0.835	0.907
Student-generated questions	0.327	0.928
Teacher think-aloud	0.543	0.919
Creative writing	0.553	0.919
Essay	0.614	0.916

Note: See Table 8 for LARPS-T competence item means and N for each item. N range 7-8

Table 30

Item-total Correlations for LARPS-T Autonomy Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.881	0.820
Open-ended teacher questions	0.537	0.844
Multiple-choice questions	0.602	0.840
Teacher-directed discussion	0.451	0.850
Collaborative discussion	0.709	0.832
Small group work	0.274	0.862
Graphic organizer	0.642	0.837
Take notes	0.574	0.841
Student-generated questions	0.173	0.868
Teacher think-aloud	0.551	0.843
Creative writing	0.246	0.864
Essay	0.781	0.827

Note: See Table 8 for LARPS-T autonomy item means and *N* for each item. *N* range 7-8

Table 31

Item-total Correlations for LARPS-T Relatedness Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.580	0.828
Open-ended teacher questions	0.495	0.833
Multiple-choice questions	0.668	0.821
Teacher-directed discussion	0.300	0.848
Collaborative discussion	0.708	0.818
Small group work	0.709	0.818
Graphic organizer	0.507	0.833
Take notes	0.483	0.835
Student-generated questions	0.117	0.860
Teacher think-aloud	0.296	0.848
Creative writing	0.471	0.836
Essay	0.847	0.807

Note:See Table 8 for LARPS-T relatedness item means and N for each item . N range 7-8

Table 32

Item-total Correlations for LARPS-T Intrinsic Motivation Subscale Items

Item	Item-Total Correlation	Alpha if item deleted
Open-ended text questions	0.454	0.680
Open-ended teacher questions	0.510	0.672
Multiple-choice questions	-0.160	0.760
Teacher-directed discussion	0.506	0.672
Collaborative discussion	0.506	0.672
Small group work	0.651	0.651
Graphic organizer	0.696	0.644
Take notes	0.196	0.716
Student-generated questions	0.465	0.678
Teacher think-aloud	0.307	0.701
Creative writing	0.463	0.679
Essay	-0.305	0.777

Note:See Table 8 for LARPS-T intrinsic motivation item means and N for each item . N range 7-8

Table 33

Correlations between LARPS-S and LARPS-T frequency of use items

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Open-ended textbook questions	-0.03											
2. Open-ended teacher questions		0.43										
3. Multiple-choice questions			0.63									
4. Teacher-directed discussion				0.50								
5. Collaborative discussion					0.77*							
6. Small group work						0.73*						
7. Graphic organizer							0.24					
8. Take notes								-0.38*				
9. Student-generated questions									-0.03			
10. Teacher think-aloud										0.61		
11. Creative writing											0.48	
12. Essay												0.24

Note: ** *p* < 0.01 (2-tailed); **p* < 0.05 (2-tailed); † *p* < .10 (2-tailed).

Table 34

Correlations between LARPS-S and LARPS-T competence subscale items

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Open-ended textbook questions	0.25											
2. Open-ended teacher questions		0.40										
3. Multiple-choice questions			-0.19									
4. Teacher-directed discussion				-0.17								
5. Collaborative discussion					-0.13							
6. Small group work						-0.15						
7. Graphic organizer							0.55					
8. Take notes								-0.07				
9. Student-generated questions									0.54			
10. Teacher think-aloud										-0.37		
11. Creative writing											0.24	
12. Essay												-0.11

Note: ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 35

Correlations between LARPS-S and LARPS-T autonomy subscale items

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Open-ended textbook questions	.55											
2. Open-ended teacher questions		0.30										
3. Multiple-choice questions			-0.34									
4. Teacher-directed discussion				-0.43								
5. Collaborative discussion					0.34							
6. Small group work						-0.33						
7. Graphic organizer							-0.16					
8. Take notes								-0.32				
9. Student-generated questions									0.53			
10. Teacher think-aloud										-0.17		
11. Creative writing											0.72*	
12. Essay												-0.21

Note: ** $p < 0.01$ (2-tailed); *$p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 36

Correlations between LARPS-S and LARPS-T relatedness subscale items

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Open-ended textbook questions	0.04											
2. Open-ended teacher questions		0.57										
3. Multiple-choice questions			0.53									
4. Teacher-directed discussion				0.02								
5. Collaborative discussion					0.33							
6. Small group work						-0.09						
7. Graphic organizer							-0.47					
8. Take notes								-0.40				
9. Student-generated questions									0.42			
10. Teacher think-aloud										-0.35		
11. Creative writing											0.71	
12. Essay												-0.13

Note: ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Table 37

Correlations between LARPS-S and LARPS-T intrinsic motivation subscale items

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Open-ended textbook questions	0.18											
2. Open-ended teacher questions		0.56										
3. Multiple-choice questions			0.17									
4. Teacher-directed discussion				0.24								
5. Collaborative discussion					0.59							
6. Small group work						-0.03						
7. Graphic organizer							0.45					
8. Take notes								-0.15				
9. Student-generated questions									0.17			
10. Teacher think-aloud										-0.32		
11. Creative writing											0.66	
12. Essay												-0.58

Note: ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed); † $p < .10$ (2-tailed).

Chapter V: Discussion

The purpose of this study was to empirically create and validate a measure to assess both student and teacher perceptions of comprehension-focused language arts classroom practices and the associations of the perceptions of these practices with early adolescents' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation to read. The creation and validation of the survey were accomplished in two phases. In Phase One, classroom instructional practices from adopted textbook series were investigated through a quantitative content analysis. The results of this investigation were utilized to select practices for inclusion in the eventual measure. In Phase Two, the new measure, called the *Language Arts Reading Practices Survey* (LARPS), was validated with a sample of middle grades students and teachers. This study makes a unique contribution to the literature by including the perceptions of students and teachers, as well as by focusing on classroom instructional practices individually, allowing for the investigation of the degree to which *each* practice is perceived by students and teachers as supporting (or failing to support) early adolescents' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation to read.

The results of Phase One identified fifteen instructional practices for possible inclusion in the LARPS. The fifteen practices incorporated teacher-directed practices (such as teacher-directed whole class discussion) and student-directed practices (such as small group work). Instructional practices included in the initial item pool contain practices considered by research

to support students' higher-order thinking, including student-generated questions (Kamil, 2004; McNamara et al., 2007).

Phase Two indicated preliminary support for the reliability and validity of the LARPS-S through associations with established measures (MRQ and TBSMRQ) and student achievement variables (language arts class grades and standardized assessments). In addition, results indicated few statistically significant associations between student and teacher perceptions of classroom instructional practices, a finding supported by previous research examining student and teacher perceptions of what motivates early adolescents in the school context (Delaney et al., 2014; Stroet et al., 2013).

Key Findings from Phase One

A quantitative content analysis of teacher's editions for adopted middle grades language arts textbook series from two states (Florida and California) was conducted. Frequency counts by total number of occurrences and by number of pages on which each instructional practice appeared were used to determine the most commonly recommended instructional practices within the sample. It is interesting that, for both methods of frequency count, the top two instructional practices both involved asking students questions about the texts being read, whereas providing students the opportunity to generate their own questions about the texts was fifteenth in frequency. This is of concern, as research indicates asking students to generate their own questions about a text is not only less passive than requiring students to answer questions posed by the teacher or textbook, but it is also supportive of growth in reading comprehension (Kamil, 2004; McNamara et al., 2007). At fifteenth in the frequency ratings, the practice of student-generated questions appears not to be recommended with relative frequency. However, the lack of frequency with which this instructional practice appears in textbooks may be due to

the higher level of teacher scaffolding required to support students in utilizing it effectively (Humphries & Ness, 2015; McNamara et al., 2007).

Additional instructional practices within the top fifteen included a number of teacher-directed strategies such as teacher-directed whole class discussion, teacher think-aloud modeling, and teacher read-aloud of text. Of particular interest was the use of whole class discussion, which is a commonly used classroom practice (Almasi & Garas-York, 2009). Although students can be actively involved in the process of whole class discussion, the teacher usually plays a central role by introducing topics and questions for discussion (Almasi & Garas-York, 2009). While such discussions are seen as effective for supporting students' comprehension of texts on both a literal and inferential levels (Almasi & Garas-York, 2009), students also need opportunities for self-generated strategies, as well as time to apply these different strategies within discussions for maximum support of students' growth in reading comprehension (Wharton-McDonald & Swiger, 2009).

Practices that were more student-centered within the analysis included collaborative discussion (sixth in overall frequency) and partner/small group assignments (fourteenth in overall frequency). Small group collaborative discussions are perceived by students as allowing more opportunity for students to participate and for decreasing social risks, as compared with answering teacher-posed questions (Almasi & Garas-York, 2009). However, in order to be effective, both collaborative discussions and other assignments must provide opportunities for all group members to meaningfully contribute in order to be effective (Kalil, 2004).

The results of this content analysis were used to select classroom instructional practices for their possible inclusion in the initial draft of the LARPS. The content analysis resulted in an

initial pool of fifteen instructional practices that were included in the first draft of the measure that was sent to the expert panel for review.

Key Findings from Phase Two

The initial draft of the LARPS was modified based on iterative feedback from panels of experts. Revisions from feedback resulted in a measure that included twelve classroom instructional practices. The measure was implemented with a sample of middle grades language arts teachers and their students to establish validity and reliability of the modified measure. The results of this validation implementation provided preliminary support for the reliability and validity of the LARPS-S. However, less support was found for the teacher version, the LARPS-T. Additional analyses supported previous research indicating a lack of convergence between student and teacher perceptions of classroom instructional practices (Delaney et al., 2014; Stroet et al., 2013).

Factor structure and concurrent validity. The first research question investigated the factor structure of the LARPS-S and concurrent validity of the LARPS with pre-existing measures. Exploratory factor analyses of the LARPS-S resulted in a single-factor structure for all subscales. Thus, no underlying variables were identified for the twelve classroom instructional practices included in the measure. Prior research and theory have identified instructional practices as teacher-directed or student-centered (Almasi & Garas-York, 2009; Raphael et al., 2009), passive or active/interactive (Kamil, 2004), whole class, individual or small group (Gavelek & Bresnehan, 2009; Lapp, Fisher, & Grant, 2008). However, such distinctions were not evident within the factor structure of the LARPS-S. The method of item selection for the LARPS-S may have contributed to this lack of underlying factors, as items were selected based on frequency as opposed to any sort of theoretical similarity. Selection of items based on

hypothesized underlying characteristics, such as teacher-directed, student-centered, or interpersonal aspects may have resulted in more theoretically supported, multi-factor solutions. The single-factor structure of the LARPS may have provided an oversimplified view of any latent factors underlying the items within the measure. Theory-driven confirmatory factor analysis may have provided models that group instructional practices in a manner more aligned with current research. This could include selection of instructional practices through review of current research that identifies and categorizes practices as being student-driven or teacher-centered as well as interpersonal or individual.

Associations between the LARPS-S and MRQ. As mentioned in the review of the literature, the MRQ is a measure of students' motivation to read and includes eleven subscales. Among these subscales are those viewed as more associated with extrinsic motivation (such as competition, recognition, and grades) and intrinsic motivation (such as self-efficacy, challenge, curiosity, and involvement; Wigfield et al., 2008). Analysis of relationships between the various subscales of the LARPS-S and the MRQ support the concurrent validity of the LARPS-S as a measure of self-determined (intrinsic) motivation to read. Of particular importance are the significant, positive relationships between items on the LARPS-S and subscales of the MRQ related to intrinsic motivation. All items on the self-determined (intrinsic) motivation subscale of the LARPS-S were significantly, positively associated with the challenge and involvement in reading subscales of the MRQ. All but one item (student-generated questions) was significantly, positively associated with the importance of reading subscale of the MRQ. These associations between the intrinsic motivation subscale of the LARPS-S and subscales of the MRQ related to intrinsic motivation suggest that students who report higher levels of intrinsic motivation may be more likely to endorse classroom instructional practices as supportive of their intrinsic

motivation to read in language arts. Based on previous research that indicated classroom instructional practices are associated with and may be influential in supporting students' intrinsic motivation to read (Aarnoutse & Schellings, 2003; Guthrie, 2014; Pflaum & Bishop, 2004), the associations between items on the LARPS-S intrinsic motivation subscale and subscales of the MRQ related to intrinsic motivation support the LARPS-S intrinsic motivation subscale as a measure of students' intrinsic motivation to read in relation to specific instructional practices. The relation to classroom instructional practices is important because little is known regarding the influence of specific contextual factors, such as instructional practices, on early adolescents' motivation to read. Associations among aspects of intrinsic motivation and student perceptions of the degree to which classroom instructional practices are supportive of their intrinsic motivation may serve as a starting point for further investigation of instructional practices as supports for intrinsic motivation.

Student-generated questions, an item on the LARPS-S, had fewer associations with subscales of the MRQ. It is worth mentioning that students reported this classroom instructional practice as used least frequently, averaging approximately once per semester (mean of 2.22 compared to next lowest mean of 3.13 for creative writing response to text). Perhaps due to its perceived infrequent use, 42 students selected the *I don't know* response for items indicating their perceptions of the degree to which this practice meets their needs (the highest use of the *I don't know* response on the measure). This may have contributed to a null association among student perceptions of the degree to which this practice meets their needs and subscales of the MRQ such as challenge, curiosity, and importance of reading. The infrequency with which student-generated questions was reported is not surprising, given that it requires teacher support and scaffolding in order for students to engage effectively in this practice (Humphries & Ness,

2015; McNamara et al., 2007). As one participating teacher commented to the PI, she would like to provide more opportunities for her students to generate their own questions, but there isn't time. This lack of time (as perceived by teachers) was seen in previous research regarding language arts teachers' perceptions of motivating classroom instruction (Delaney et al., 2014) and may contribute to a lack of scaffolding in effective question generation, which may, in turn, cause students to perceive this practice as an unknown, contributing to the null associations evident in this study.

There were positive associations among student perceptions of collaborative discussion and small group work as supportive of their intrinsic motivation and MRQ subscales related to intrinsic motivation. Previous research (Guthrie & Klauda, 2014) showed support for collaboration that is also positively associated with students' intrinsic motivation. However, these findings relate to support for collaboration as a *general practice* utilized within an intervention consisting of multiple elements, making it difficult to isolate the associations between intrinsic motivation and specific classroom practices that support collaboration. The results of the current study show this association in regards to *specific classroom instructional practices* as opposed to an intervention program consisting of multiple instructional practices.

Across all subscales of the LARPS-S, all items were positively associated with the self-efficacy subscale of the MRQ, with the exception of student-generated questions on the autonomy subscale of the LARPS-S. This indicates that when self-efficacy in reading is conceptualized as one's confidence in comprehension and language skills (Wigfield, Guthrie, Tonks, & Perencevich, 2004), this positive association supports the validity of the competence subscale of the LARPS-S in particular. However, as the construct of SDT considers the satisfaction of all three needs (competence, autonomy, and relatedness) as necessary for optimal

outcomes, including higher levels of intrinsic motivation (Deci & Ryan, 2001), these positive associations across all subscales make sense from a theoretical perspective.

All items on the competence and relatedness subscales of the LARPS-S (except open-ended textbook questions on the relatedness subscale) were positively associated with the social reasons for reading subscale of the MRQ. Associations between relatedness and social reasons for reading can be supported theoretically by the conceptualization of relatedness as a sense of belonging with other individuals within a community, reflecting the human tendency to connect with and be accepted by others (Ryan & Deci, 2002). However, relationships between social reasons for reading and competence are not as clear. Research indicates that opportunities for collaboration with peers in the classroom are supportive of students' intrinsic motivation to read and reading achievement (Guthrie & Humenick, 2004; Guthrie & Klauda, 2014). However, research regarding the influence of social interactions on specific reading events is lacking. Future research investigating these associations may help to support understanding of relationships between students' social habits related to reading, their perceptions of their own competence as readers, and how this competence is supported within the classroom.

All items on the competence, autonomy, and intrinsic motivation subscales of the LARPS-S (except for collaborative discussion, on the relatedness subscale) were significantly, positively associated with the recognition subscale of the MRQ. This is interesting, as recognition on the MRQ is associated with extrinsic motivation (Guthrie, Wigfield, Matsala, & Cox, 1999; Wigfield et al., 2008). The associations between competence and recognition could be due to the evaluative nature of classrooms, which may lead students to base their perceptions on the degree to which they are recognized as successful readers by others, including their teacher and peers, within that context (Wigfield et al., 2004). Previous research has also

indicated that, as students mature, they are more adept at understanding their own performance in

classrooms and the outcomes the performance warrant, while the number of evaluative

experiences also increases (Wigfield et al., 2004). Thus, early adolescents' perceptions of the

degree to which their need for competence are met may be tied to the degrees to which they feel

their abilities and successes are acknowledged within the classroom. Research in the

psychological development of adolescents indicates that youth who experience recognition

denial may lead to exaggerated, compensatory needs for autonomy that, in turn, may cause less

than optimal adjustment in terms of interpersonal relationships due to increased aggression and

opposition to authority (Brezina, 2008). When considered in light of these findings, associations

between autonomy and recognition, as well as relatedness and recognition, may suggest that

participating students received a level of recognition (positive feedback, acknowledgement of

successes and strengths) that supported healthy levels of autonomy and, indirectly, relatedness.

As research indicates all three needs (competence, autonomy, and relatedness) must be met to

support optimal adjustment, including intrinsic motivation, associations between recognition and

students' needs theoretically support associations between recognition and intrinsic motivation

(Sheldon & Niemiec, 2006). Additional research investigating these associations could improve

understanding of the ways in which recognition in the language arts classroom is associated with

and influences students' perceptions of the degree to which their needs are met within the

classroom, providing teachers with guidance in utilizing recognition to support their students'

needs and self-determined motivation more effectively.

Associations between the LARPS-S and achievement variables. Associations between

items on the various subscales of the LARPS-S and student achievement variables (language arts

class grades and standardized assessments) were inconsistent in the results reported in this study.

However, patterns did emerge that indicated preliminary support of concurrent validity for the

LARPS-S and the MRQ, based on the relationship between adolescents' motivation to read and

their reading achievement. Five items (open-ended textbook questions, open-ended questions

asked by the teacher, teacher-directed discussion, collaborative discussion, and small group

work) were positively associated with one, or both, quarter language arts grades across all four

subscales. However, note taking was not associated with language arts grades on any of the

LARPS-S subscales. This may be due to the way in which note taking was implemented and how

notes were utilized in the classroom, as previous research indicates that notes must be written in

a way that is meaningful to the individual and allow for easy review (McNamara et al., 2007).

The difference in levels of association among subscales of the LARPS-S and the two types of

assessment data support previous research in which teacher-assigned grades tended to be more

highly associated with intrinsic motivation than standardized test scores (Guthrie et al., 1999).

This may be due to the more holistic nature of teacher-assigned quarter grades, which may

include a variety of assessment types, conducted over an extended period of time; as opposed to

standardized test scores, which tend to include fewer types of assessment and capture a snapshot

of students' achievement at one specific time point (Bowers, 2011). The results of this

contrastive analysis provide preliminary support of the LARPS-S as a measure of student

motivation based on associations among items and teacher-assigned grades. Items that were

positively associated with language arts grades (e.g., collaborative discussion, small group work)

are also associated with increased reading achievement (Guthrie et al., 2004), as well as

increased levels of motivation to read (Guthrie & Humenick, 2004; Pflaum & Bishop, 2004).

Associations between the LARPS-T and TBSMRQ. The results of this study provide

little support for the concurrent validity of the LARPS-T with the TBSMRQ as a measure of

teacher perceptions regarding the degree to which classroom instructional practices influence early adolescents' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation to read. Items on the relatedness subscale had the most significant associations with subscales of the TBSMRQ. For example, teachers who endorsed higher levels of belief in the importance of student curiosity and involvement in reading were more likely to perceive multiple choice questions and teacher-directed discussion as supportive of students' need for relatedness in the classroom. These associations were strong, with $r = .780$ and $.816$ for the association between multiple-choice questions and the curiosity and involvement subscales of the TBSMRQ respectively; $r = .856$ and $.910$ for the association between teacher-directed discussion and the curiosity and involvement subscales respectively. The association between multiple-choice questions and subscales related to intrinsic motivation is not supported by previous research, which indicated this practice is more often used for individual summative assessment, normally providing few opportunities for students to interact within the classroom community (Hardy et al., 2014). However, the reported associations between teacher-directed discussion and subscales related to intrinsic motivation can be supported by research indicating that this classroom instructional practice can be implemented in a manner less controlled by the teacher, thereby allowing students more engagement in more interactive discussion with peers (Almasi & Garas-York, 2009). Such interactive discussions may also provide more support for students' higher-level thinking and, therefore, increase their competence as readers (Almasi & Garas-York, 2009). This would support the strong positive association between teacher perceptions of the degree to which teacher-directed discussion supports students' need for competence and the curiosity and involvement subscales of the TBSMRQ.

Associations among subscales of the TBSMRQ and student-generated questions on the LARPS-T differed from those on the LARPS-S. Student reports regarding the influence of student-generated questions on perceptions of their competence in reading were positively associated with all subscales of the MRQ, with the strongest association being with the self-competence subscale ($r = .347$). However, teacher reports of the degree to which student-generated questions supported their students' need for competence were not associated with any of the subscales of the TBSMRQ associated with intrinsic motivation, and were negatively associated with two subscales of the TBSMRQ related to extrinsic motivation (grades and competition). Thus, teachers who endorsed higher levels of belief in the value of grades and competition in the language arts classroom were likely to perceive student-generated questions as less supportive of their students' needs for competence. However, this practice was associated with self-efficacy for the autonomy and relatedness subscales of the LARPS-T. Teachers in this study viewed this practice as supportive of students' needs for autonomy and relatedness, and student-generated questions was seen as more active and influential on improvement of reading comprehension than other classroom instructional practices in the LARPS that utilize questioning (Kamil, 2004; McNamara et al., 2007). The infrequency with which it is used may indicate teachers prioritize student needs, viewing competence as more important or easier to assess due to the multiple assessments of student ability utilized in the classroom. Student-generated questions may also be less frequently utilized because students need support and scaffolding in order to utilize this instructional practice effectively and engage in asking higher-order questions related to the texts read (Humphries & Ness, 2015). Due to the time needed to scaffold students in generating effective questions, many teachers may share the perception of

one teacher participant who indicated that she doesn't engage students in generating their own questions often because she doesn't feel there is time to do so.

Overall, the small number of associations among items on the LARPS-T and the TBSMRQ do not provide strong support for the concurrent validity of the LARPS-T. Thus, despite the utilization of theory to create the measure, the LARPS-T cannot be confirmed as a measure of teacher perceptions of student motivation to read in relation to classroom instructional practices. Additional research with a larger sample that considers additional variables that may serve as moderators, including those at the individual teacher-level (e.g., level of education, teaching experience) and school-level (e.g., climate, demographics) is needed to investigate the concurrent validity of the LARPS-T. Evidence of concurrent validity is needed to support the continued use of the LARPS-T in conjunction with the LARPS-S. In addition, other variables should be considered in future investigation of the concurrent validity of the LARPS-T. Such variables will be discussed in future research.

Reliability of the LARPS. Research question two investigated the reliability of the LARPS. Both forms of the LARPS had acceptable levels of reliability in the current sample. Items on all subscales of the LARPS-S had item-total correlations ranging from .593 to .880, which is appropriate, given that instructional practices are often utilized in conjunction with each other in the classroom. For example, teacher-directed discussion is typically guided by open-ended questions from the textbook or open-ended questions asked directly by the teacher (Almasi & Garas-York, 2009). Items on subscales of the LARPS-T had item-total correlations ranging from .117 to .895, including two items on the intrinsic motivation subscale with negative item-total correlations (multiple-choice questions and essay response to text). This indicates these two items in particular should be considered for future removal, based on the statistical

analyses that revealed their negative associations with the remaining items on this subscale. In addition, the removal of student-generated questions from all subscales except intrinsic motivation improved the reliability of the measure from .920 to .928 for the competence subscale, from .856 to .868 for the autonomy subscale, and from .845 to .860 for the relatedness subscale.

As removal of items on the LARPS-T would not have improved the reliability of the measure across all subscales, all items were retained. Reliability coefficients for all subscales were acceptable with all items included, with the lowest reliability being that for the relatedness subscale (.869). The retention of all items allowed both forms of the LARPS to remain consistent, thus supporting one of the stated purposes of the measure: comparison of student and teacher perceptions of the degree to which classroom instructional practices support early adolescents' needs and intrinsic motivation to read. Caution should be given to interpreting these findings, as there was no evidence of concurrent validity for the teacher measure. Future research with larger samples and the consideration of additional variables that may moderate associations will allow for more a precise analysis of the reliability of the instrument. Additional variables for consideration include student-level (e.g., demographics, self-efficacy, reading achievement), teacher-level (e.g., years of experience) and school-level (climate regarding literacy) factors. Future research could also include the test-retest reliability of the measure to confirm stability of participant responses. In order for test-retest implementation to be effective, teachers would need to continue their utilization of instructional practices in a consistent way between administrations of the measure.

Associations between student and teacher perceptions. Research question three investigated associations between teacher and student perceptions of the degree to which

classroom instructional practices supported early adolescents' needs for competence, autonomy, and relatedness, as well as their intrinsic motivation to read. As hypothesized based on previous research (Delaney et al., 2014; Stroet et al., 2013), teacher and student perceptions of classroom instructional practices did not fully converge.

There were two associations among student and teacher perceptions of the frequency that practices were utilized within the classroom. Student and teacher responses for these items, collaborative discussion and small group work, were positively associated, .769 and .734 respectively. Thus, student and teacher perceptions appear to be similar in regards to these classroom instructional practices. This implies that the two groups share an understanding of how these practices are defined and how often they are utilized within the language arts classroom. All remaining items (open-ended textbook questions, open-ended questions asked by the teacher, multiple choice questions, whole-class discussion, graphic organizers, taking notes, student-generated questions, teacher think-aloud, creative writing response to text, and essay response to text) had no associations between teacher and student reports of the frequency with which they were utilized. This lack of association could be due to additional variables not included in the current investigation, including student (e.g., demographics, reading self-efficacy, and reading achievement) and teacher (e.g., level of education, years of teaching experience) variables, which may moderate such associations. In addition to consideration of such variables, additional research that includes classroom observations could provide triangulation of data regarding the frequency that instructional practices are utilized, therefore helping to identify possible causes of the varying levels of association between student and teacher perceptions.

As suggested by the small number of significant associations between student and teacher responses regarding the frequency of the included classroom instructional practices, no specific

classroom instructional practices had significant associations among student and teacher responses across all four subscales of the LARPS (competence, autonomy, relatedness, and intrinsic motivation). Indeed, only one instructional practice, creative writing response to text, indicated a significant association between student and teacher perceptions on a single subscale (autonomy) of the LARPS-S.

Contributions to the Literature

Research has indicated associations between adolescents' motivation to read and their reading achievement (Guthrie et al., 2013; Ho & Guthrie, 2013; Kelley & Decker, 2009), as well as declines in adolescents' motivation to read during the middle grades (Kelley & Decker, 2009; Lepper et al., 2005). However, little research has investigated associations among adolescents' motivation to read and classroom instructional practices, despite the importance of these practices within this context. The current study sought to gain an understanding of the degree to which classroom instructional practices are perceived as supporting early adolescents' motivation to read as well as their needs for competence, autonomy, and relatedness through the development and validation of the *Language Arts Reading Practices Survey*. In addition, the current study included teacher and student perceptions of the degree to which classroom instructional practices support early adolescent's needs and motivation to read, acknowledging the dynamic context of the classroom, including interactions between teacher, students, and instructional practices (Deci & Ryan, 2002). Through investigation of student and teacher perceptions of the degree to which classroom instructional practices support early adolescents' needs and motivation to read, this study sought to fill following current gaps in the literature.

Theoretical Implications. Previous research, as well as self-determination theory and stage-environment fit theory, highlight the importance of meeting early adolescents' needs for

competence, autonomy, and relatedness to support their motivation within the classroom (Deci & Ryan, 2002; Eccles & Roeser, 2011). As intrinsic motivation is associated with reading achievement (Becker et al., 2010; Froiland & Oros, 2013), knowledge of these associations between classroom practices and intrinsic motivation is needed to identify specific practices that are supportive of students' needs and intrinsic motivation. Thus, the *Language Arts Reading Practices Survey* (*LARPS*) has theoretical implications for understanding how classroom instructional practices are meeting students' needs for competence, autonomy, and relatedness and supporting their self-determined (intrinsic) motivation to read in the middle grades language arts classroom.

Little research has investigated connections between classroom instructional practices and students' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation. Although classroom instructional practices are a critical component of student and teacher interactions in the classroom, no previously available measures have assessed student and teacher perceptions, nor the relationship between these sets of perceptions of the degree to which specific classroom instructional practices support students' needs and intrinsic motivation to read. Understanding of these perceptions and the relationships between them, particularly in the language arts classroom, may provide stakeholders at a variety of levels guidance in supporting early adolescents' motivation for reading and reading achievement during this critical developmental period. The results of this study indicate students' perceptions of the degree to which classroom instructional practices support their needs and self-determined motivation to read can be reliably measured. Associations with subscales of the MRQ, as well as associations of items across multiple subscales of the LARPS-S with student achievement variables, provide preliminary support for the concurrent validity of the LARPS-S as a measure of the degree to

which classroom instructional practices are perceived to support students' motivation to read in the language arts classroom. However, additional study with larger, more diverse samples that considers possible moderating variables at the teacher and school levels is needed to confirm the reliability and concurrent validity of the LARPS-T.

Student perceptions of the learning environment and the degree to which their needs for competence, autonomy, and relatedness are met within that environment may vary by gender (Koth et al., 2008; Wentzel et al., 2010), grade level (Katz et al., 2010; Wentzel et al., 2010), race (Koth et al., 2008) and identified disability (Ferguson et al., 2011). Additional factors, such as students' motivations for reading (e.g., social reasons for reading, need for recognition, and value of reading) and reading self-efficacy may also influence student perceptions of the learning environment and the degree to which aspects of that environment meet their needs and support their intrinsic motivation to read (DeNaeghel et al., 2012). Through analysis of the relationships between subscales of the LARPS-S and the MRQ, the current study provides preliminary findings indicating classroom instructional practices may be associated with student needs and intrinsic motivation in unique ways based on the individual student's self-efficacy and motivations for reading. For example, students who reported high self-efficacy were more likely to endorse open-ended textbook questions as supportive of their intrinsic motivation to read ($r =$ .500, $p <$.01). Although students who perceive themselves as capable readers may view this practice as motivating, this may not be true for students who view themselves as less efficacious in reading. Thus, it may be important to consider early adolescents' baseline characteristics, including current levels of self-efficacy, as well as specific motivations for reading, such as value of reading, in order to select classroom instructional practices that will best be supportive of their needs and intrinsic motivation to read. The results of this study indicate specific classroom

practices may interact with student baseline characteristics to influence the degree to which their needs and intrinsic motivation are supported within the classroom. This is supported by self-determination theory, which posits that contextual elements both within the individual, such as baseline self-efficacy, and from outside sources, such as classroom instructional practices, result in differences in the degree to which they perceive their needs being met and are, therefore, intrinsically motivated (Ryan & Deci, 2000). Associations among student motivations for reading and perceptions of the degree to which language arts classroom instructional practices support students' needs and self-determined motivation may provide a more nuanced and context-specific understanding of the interplay between these variables.

By assessing both student and teacher perceptions, the LARPS adds to the general understanding of specific classroom instructional practices and how different stakeholder groups within the language arts classroom view these practices as supporting students' needs and motivation. As student perceptions likely reflect differences in student characteristics outside the control of the teacher and school, the use of student perceptions or teacher reports as the sole measure of classroom climate may provide an incomplete picture (Wang & Eccles, 2013). Considering the perceptions of students *and* teachers is critical, as the perceptions of these two groups rarely fully converge (Delaney et al., 2014; Wang & Eccles, 2014), and these differing perceptions may result in a lack of support for students' needs for competence, autonomy, and relatedness in the classroom. The use of a measure with parallel student and teacher forms, such as the LARPS, can guide future research examining the perceptions of these two groups, allowing for a better understanding of why the perceptions of these two groups fail to converge and how this lack of convergence influences the degree to which students' needs are supported in the classroom.

Practical Implications. Although adolescents' motivation to read is associated with their reading achievement (Ho & Guthrie, 2013; Kelley & Decker, 2009; Mucherah & Yoder, 2008), motivation to read often declines during the middle grades (Kelley & Decker, 2009; Lepper et al., 2005). This decrease in motivation comes at a time when students are expected to be able to read complex text effectively with an increasing level of independence (Hervey, 2013; Wolters et al., 2014). Currently, it is unclear what factors contribute to early adolescents' decreasing motivation (Varuzza et al., 2014). Knowledge that can guide teachers in effectively supporting students' self-determined motivation through their needs for competence, autonomy, and relatedness, such as that provided by student responses to the LARPS-S, may assist in reversing the trend of decreasing motivation among students in the middle grades. Through student responses to the LARPS-S, teachers can identify classroom instructional practices perceived by students as supportive of their needs and intrinsic motivation. As teacher and student perceptions within this study did not fully converge, providing students with the opportunity to provide feedback on classroom instructional practices may provide teachers with opportunities to reflect on their practices and modify them to better meet student needs. As classroom instructional practices, particularly those found within adopted textbook series, are a central feature of the middle grades language arts classroom (Ball & Cohen, 1996; Grossman & Thompson, 2008), investigation of how these practices are perceived by students and teachers as influencing early adolescents' needs may provide a more nuanced understanding of how these practices support students' self-determined motivation to read.

For practitioners, examining the extent to which classroom instructional practices are responsive to and meet students' needs may provide insight into what literacy classroom instructional practices promote students' self-determined (intrinsic) motivation to read. This

insight is important, as higher levels of self-determined motivation to read are associated with adaptive outcomes in reading (Mucherah & Yoder, 2008; Schaffner, Schiefele, & Ulferts, 2013). For example, mean scores on the LARPS-S indicate students viewed instructional practices such as collaborative discussion, teacher directed whole-class discussion, and teacher think-aloud as somewhat supportive of their needs for competence, autonomy, relatedness, and their intrinsic motivation. However, none of the classroom instructional practices on the LARPS were reported as highly supportive of student needs and intrinsic motivation (mean ≥ 4) based on mean scores. Associations discussed previously, such as those between self-efficacy and student perceptions of classroom practices as supportive of intrinsic motivation, point to other student variables that can be utilized to guide teacher selection of instructional practices. Such insight can be utilized by teachers to more purposefully select practices for use within the middle grades language arts classroom context.

The current study highlights the lack of convergence between student and teacher perceptions within the classroom, aligning with prior research (Delaney et al., 2014; Stroet et al., 2013). Significant associations between student and teacher perceptions of the degree to which classroom instructional practices supported students' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation were few in the current study, with many of those being negative associations. As previously discussed, this points to differences in the experiences of students and teachers within the classroom. For example, associations between student and teacher perceptions of small group work as supportive of students' need for competence was negative, indicating that as students' perceptions of this practice as supportive of their need for competence increased, the perceptions of teachers decreased. This could be due to the difficulty teachers may have in determining individual contributions within such group-

oriented projects. Such differences may lead to a perceived lack of support for students' needs in the classroom, which may result in less than optimal adjustment for students, although additional research is needed to confirm such relationships. Negative outcomes may be prevented in classrooms where teachers encourage and listen to student voice in the classroom in order to select and utilize instructional practices perceived by students as supportive of their needs for competence, autonomy, and relatedness, as well as their self-determined motivation (McIntyre, Pedder, & Rudduck, 2005). Previous research has indicated that student suggestions tend to be more directed toward practices students value and would like to see utilized more frequently (McIntyre et al., 2005). Thus, providing students with opportunities to provide feedback on instructional practices utilized through measures such the LARPS-S may guide the teacher in increasing the use of practices viewed by students as most supportive of their needs and allow instructional practices to be selected based on class profiles utilizing means for each class as a guide (e.g., Allodi, 2007). In addition, encouraging and listening to student voice within the classroom (e.g., allowing criticism) is, in itself, supportive of students' needs for autonomy (Assor et al., 2002; Deci & Ryan, 2002).

Limitations

Despite several theoretical and practical contributions and strengths of the current study, there are several limitations that must be considered. Three primary limitations discussed below include the use of self-reported data, convenience sampling, and additional issues of population validity.

The use of self-reported student and teacher data was necessary for measuring their perceptions of instructional practices within the language arts classroom. However, there are several limitations in using self-reported data. First, participant responses may be influenced by

social desirability (Baker & Wigfield, 1999; Traugott, 2004). For example, research has indicated that adolescents are influenced by their friends' attitudes toward reading (Merga, 2014), and this influence may cause participants to respond to measures regarding reading in a manner which reflects the attitude of their friends more than their own views. To minimize social desirability, confidentiality of responses was emphasized prior to and throughout survey administration. Further, student surveys were distributed in folders that could be utilized to create a more private workspace to increase confidentiality of responses. A second limitation of self-report measures is the issue of item interpretation, in which participants may not understand abstract vocabulary utilized within the measure (Fulmer & Fritjers, 2009). To minimize this concern, expert panel review by middle grades language arts teachers and cognitive interviews with middle grades students were utilized to identify and address possible points of confusion. Student participants were also able to ask questions during survey administration. A third limitation is the use of a Likert format, which has been criticized as providing conceptually inaccurate scoring and a tendency for responses to be biased toward the positive end of the scale (Fulmer & Fritjer, 2009). The use of a Likert format response may lead to an over-generalized view of the phenomena under investigation, ignoring other variables that may be mediators and/or moderators, which may confound the results (Fulmer & Fritjer, 2009). Future research that utilizes multiple data sources, such as participant interviews and classroom observations, may allow for triangulation of data and reduce the limitations of utilizing self-reports.

The use of a convenience sample of teachers and their students is a limitation. First, data were collected from a school district from which the PI retired and, thus, still had relationships that facilitated access to schools. The potential effects of this familiarity with the district were mitigated through the collection of data in schools that the PI had not been employed in the past

ten years, thus reducing the likelihood teacher and student participation would be influenced by previous relationships with the PI. As a result, the PI was not personally acquainted with any of the study participants or school administrators at participating schools in Phase Two. Second, additional contextual factors, such as each school's level of emphasis on literacy and school grade were not taken into consideration when selecting participating schools for this study. One of the schools in this study (School A) earned a *B* grade for the 2014-2015 academic year from the Florida Department of Education, an increase from the *C* grade held by this school for the two previous years. School B, on the other hand, has earned a *C* grade for the both the 2014-2015 and the 2013-2014 academic years, down from a *B* in 2012-2013. School-wide cultural factors, such as the emphasis placed on reading and literacy as valued activities, may influence the motivations and attitudes of students and teachers and, thus, should be considered in future research.

The small sample of teachers and students in this study is another limitation. This small sample was due, in part, to a particularly low response rate at one of the participating schools. Another factor was the small number of schools that agreed to participate, due to conflicts with schedules for state-mandated standardized testing. Additional research utilizing the student and teacher forms of the LARPS with a larger, more diverse sample will allow for more precise analysis of the reliability of the LARPS and may provide further support for the use of the measure to reliably assess and compare student and teacher perceptions of the language arts classroom.

Due to the small convenience sample utilized in this study, there may be additional concerns related to population validity, which is the ability to generalize results from the study sample to a larger population. Characteristics of study participants in this rural setting may limit

the populations to which study results can be generalized. In order to conclude the LARPS is a valid and reliable measure in a particular population, additional studies in a variety of geographic areas with diverse populations are needed to determine the reliability of the measure when used with varying populations of early adolescents and their teachers.

Additional limitations include the unknown stability of the LARPS and the use of student and teacher data from a single time point, providing a snapshot of student and teacher perceptions within the language arts classroom. Future research investigating changes in teachers' and students' perceptions over time, as well as differences in perception by grade level, may reveal additional insights. This is important for a number of reasons. First, there are differences in students' needs across developmental periods (Eccles, 1999). For example, early adolescents often indicate an increased need for autonomy (Eccles et al., 1991; Eccles & Roeser, 2009). Second, academic tasks and expectations differ across grade levels, a fact that is evident in educational standards. Thus, some instructional practices utilized in a classroom for early adolescents may differ from those utilized with younger or older students.

Future Research

Additional research is needed to replicate the findings in the current study and to further support the validity and reliability of the LARPS. Future research may result in revisions to the LARPS measure, as well as the use of multiple methods to triangulate data. Additional research investigating the influence of other student, teacher, and school factors in student and teacher perceptions of the degree to which classroom instructional practices support early adolescents' needs and self-determined motivation to read is also needed to provide a more comprehensive understanding of the associations and influence of additional variables on these perceptions.

Revised LARPS. Given that the current study's aim was to develop a measure of student and teacher perceptions of the degree to which classroom instructional practices supports early adolescents' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation to read, future research may be needed to further refine the measure. First, more in-depth cognitive interviews with a larger, more diverse sample of students could be conducted to gain additional understanding of construct and response processes validity. Second, the instructional practices included could be modified based on research into best practices for comprehension-focused literacy instruction as well as hypothesized underlying characteristics, such as instructional practices viewed as teacher-directed, or student-centered. For example, collaborative activities that can be hypothesized to support students' need for relatedness, such as literature circles and paired reading that have been found effective for increasing adolescents' motivation to read (Pflaum & Bishop, 2004), could be purposefully included in the measure to investigate the influence of these practices on early adolescents' needs and intrinsic motivation.

Future research utilizing a different format of the LARPS is needed to determine the effectiveness of changes indicated by feedback from cognitive interviews, as well as additional feedback from validation study participants. Conversational feedback from teacher and student participants after completing the LARPS indicated both groups found the measure redundant in the use of the statement stems. For example, *I feel confident in my ability to be a successful reader* appears in the LARPS thirteen times (including the practice item). This repetition of the statement stems may have taken students' focus away from the classroom instructional practice for each item and required additional clarification during survey administration. Reformatting to make each sub-measure of the LARPS (competence, autonomy, relatedness, and self-determined motivation) a separate section may help to mitigate this.

Use of multiple methods. Multiple methods (e.g., classroom observations and interviews with students, teachers, and administrators) can be used to further validate and triangulate the self-reported LARPS measure, as well as follow-up on practices identified by the LARPS. Based on the teacher-student classroom dialectic sub-theory of SDT (Deci & Ryan, 2002), interactions within the classroom impact the degree to which students' meets are met in that dynamic context. Thus, not only do the instructional practices themselves influence students' perceptions of need fulfillment, but the manner practices are introduced and implemented within the classroom may have an impact as well. Multiple classroom observations, both through video and in person by trained researchers, across the academic year can provide data to triangulate with student and teachers reports of the frequency with which classroom instructional practices are utilized. Multiple classroom observations could also gauge student engagement with these practices and teacher behaviors in conjunction with specific instructional practices. Interviews with students and teachers may provide opportunities to probe areas of convergence and divergence between the perceptions of the two groups, possibly clarifying reasons underlying differences and similarities between their perceptions. Interviews with students may also allow for better understanding of individual variability in student perceptions of classroom instructional practices, as well as individual variability in teacher implementation of and beliefs regarding these practices. Finally, data from additional stakeholders, including principals, school literacy coaches, and parents, could offer additional perspectives on classroom practice while also revealing school- and home-level factors that influence perceptions of classroom instructional practices.

Investigation of additional factors. Future research could investigate additional factors that may shape student and teacher perceptions of the degree to which classroom instructional

practices support early adolescents' needs and self-determined motivation. Individual student factors include gender, race and ethnicity, age and grade level, reading achievement, perceptions of teacher support, and self-efficacy beliefs. As previous research has found differences in motivation to read by variables including gender (Coddington & Guthrie, 2009; Marinak & Gambrell, 2010; Pitcher et al., 2007), race (Mucherah & Yoder, 2008; Unrau & Schlackman, 2006) and reading achievement (Taboada et al., 2009; Wang & Guthrie, 2004), these individual factors may be associated with early adolescents' perceptions of teacher practices within the language arts classroom. Individual teacher factors include number of years teaching, level of education, teacher beliefs regarding student motivation to read and literacy teaching, and teacher self-efficacy may also influence student and teacher perceptions, and should be included in future research (Cantrell et al., 2009; Koth et al., 2008).

In addition to individual student and teacher factors, future research could investigate school-level factors in order to understand broader contextual influences on student needs fulfillment and motivation. Promising school-level factors to investigate include school climate, school grade, or another measure of school success utilized by the state-level department of education, school size and mobility, and school demographics. School level factors may influence students' academic achievement (Klinger et al., 2006; Werblow & Duesbery, 2009), drop-out rate (Lee & Burkam, 2003; Werblow & Duesbery, 2009), and connectedness (Waters et al., 2010). As the influence of these broader contextual factors shape the classroom, it is vital that these factors be considered within future classroom research. Future research utilizing a multi-level approach would allow for consideration of school, classroom, and individual student and teacher factors in association with perceptions of classroom instructional practices, thus

providing a more comprehensive understanding of the unique influences of individual, classroom, and school-level factors.

Conclusion

The goal of the current study was to develop and empirically validate scores resulting from a measure that assess student and teacher perceptions of the degree to which comprehension-focused classroom instructional practices support early adolescents' needs (competence, autonomy, and relatedness) and self-determined (intrinsic) motivation to read. Results of this study indicate preliminary support for the validity and reliability of the student form of the measure (LARPS-S) and preliminary support for the reliability, but not the concurrent validity, of the teacher form of the measure (LARPS-T). Additional research with larger, more diverse samples is needed to further support the reliability and validity of the measure. For educators, knowledge of how specific classroom instructional practices are perceived to meet students' needs and support their motivation to read can be utilized to more purposefully select practices for use within the middle grades language arts classroom context.

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Appendices

Appendix A: Initial Draft of LARPS-S

Language Arts Reading Practices Survey – Student Form (LARPS-S)

For each classroom practice, please respond to the five statements.

Respond to open-ended textbook questions: Students respond, either verbally or in writing, to open-ended (short answer, not multiple choice) questions found within their textbook.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Respond to open-ended questions asked by teacher: Students respond to open-ended (short answer, not multiple choice) questions, either verbally or in writing, asked by their teacher (not within their textbook).

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Graphic Organizer: Students are given or asked to create a graphic or chart in which to organize specific information about the text.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Class Discussion: Students and teacher discuss the texts as a large group. This may include discussion of questions from the text, or questions asked by the teacher.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Respond to multiple choice questions: Students respond to multiple choice questions about the text. Such questions often have four possible answers listed.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Collaborative discussion: Students engage in pair or small group discussions of questions or ideas related to a text.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Audio support: Students listen to audio of text, often while following along in the textbook.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Teacher think-aloud: The teacher reads aloud and models what good readers do, such as asking questions about the text, making inferences, summarizing, etc.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Note taking: Students take notes about the text read. Notes may be made in a "Reader's Notebook," foldable, or through annotations within the text. Unlike a graphic organizer, these notes will not be organized into drawn boxes or other graphics.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Creative response to text: Student responds to text by writing a journal entry or narrative from the point of view of a character, a narrative that takes place in the story setting, or other format which allows the student to respond to the text read through creative writing.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Essay response to text: Students responds to the text by writing an informational, persuasive, or narrative essay (multiple paragraphs) which utilizes information from the text to support the ideas being presented in the essay.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Teacher read-aloud: The teacher reads aloud from the text. This can be a single line of text. The teacher does not model strategies for reading, but may ask students a question about the section read aloud.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Summary: Students create a summary of the text read. This summary can be written or verbal.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Partner/small group work: Students work with one or more other students to create a product in response to a text. The product may include written response to questions about the text, a graphic organizer, a skit or play, poster, or any other product that can be shared with others once completed.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Ask questions: Students create their own questions about the text. These questions may be answered through discussion with peers or in writing by the student.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
This is used in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When I do this in language arts class, I am able to be a successful reader.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am in control of my own learning. When I do this in language arts class, I am in control of my own learning.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I am able to be a valued member of the class.	☐	☐	☐	☐	☐	☐
When I do this in language arts class, I participate because I enjoy it.	☐	☐	☐	☐	☐	☐

Appendix B: Initial Draft of LARPS-T

Language Arts Reading Practices Survey – Teacher Form (LARPS-T)

For each classroom practice, please respond to the five statements.

Respond to open-ended textbook questions: Students respond, either verbally or in writing, to open-ended (short answer, not multiple choice) questions found within their textbook.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are valued members of the classroom community.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Respond to open-ended questions asked by teacher: Students respond to open-ended (short answer, not multiple choice) questions, either verbally or in writing, asked by their teacher (not within their textbook).

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Graphic Organizer: Students are given or asked to create a graphic or chart in which to organize specific information about the text.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Class Discussion: Students and teacher discuss the texts as a large group. This may include discussion of questions from the text, or questions asked by the teacher.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Respond to multiple choice questions: Students respond to multiple choice questions about the text. Such questions often have four possible answers listed.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Collaborative discussion: Students engage in pair or small group discussions of questions or ideas related to a text.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Audio support: Students listen to audio of text, often while following along in the textbook.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Teacher think-aloud: The teacher reads aloud and models what good readers do, such as asking questions about the text, making inferences, summarizing, etc.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Note taking: Students take notes about the text read. Notes may be made in a "Reader's Notebook," foldable, or through annotations within the text. Unlike a graphic organizer, these notes will not be organized into drawn boxes or other graphics.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Creative response to text: Student responds to text by writing a journal entry or narrative from the point of view of a character, a narrative that takes place in the story setting, or other format which allows the student to respond to the text read through creative writing.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Essay response to text: Students responds to the text by writing an informational, persuasive, or narrative essay (multiple paragraphs) which utilizes information from the text to support the ideas being presented in the essay.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Teacher read-aloud: The teacher reads aloud from the text. This can be a single line of text. The teacher does not model strategies for reading, but may ask students a question about the section read aloud.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Summary: Students create a summary of the text read. This summary can be written or verbal.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Partner/small group work: Students work with one or more other students to create a product in response to a text. The product may include written response to questions about the text, a graphic organizer, a skit or play, poster, or any other product that can be shared with others once completed.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Ask questions: Students create their own questions about the text. These questions may be answered through discussion with peers or in writing by the student.

	Daily	Weekly	1-2 times a month	1-2 times per semester	Never
I use this in my classroom:	☐	☐	☐	☐	☐

	1 Not at all	2	3	4	5 Very much	I don't know
When they participate in this practice, my students feel confident in their ability to be successful readers.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning. When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students feel they are in control of their learning.	☐	☐	☐	☐	☐	☐
When they participate in this practice, my students actively participate because they enjoy it.	☐	☐	☐	☐	☐	☐

Appendix C: Feedback Form for Expert Panel

Language Arts Reading Practices Survey: Assessment of statement clarity and completeness

Directions: Below each statement is a scale ranging from 1 (unclear) – 5 (very clear) for <u>statement clarity</u> and 1 (incomplete) – 5 (very complete) for <u>statement completeness</u>.

Please rate each statement by circling the scale number which best reflects your response for both the clarity and the completeness of the statement. Note any comments or suggestions in the comments space provided for each statement.

Statement category: Instructional practices – names and descriptions of instructional practices to be considered for inclusion in the measure

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1. Practice/description: Respond to open-ended textbook questions: Students respond, either verbally or in writing, to open-ended (short answer, not multiple choice) questions found within their textbook.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

---

2. Practice/description: Respond to open-ended questions asked by teacher: Students respond to open-ended (short answer, not multiple choice) questions, either verbally or in writing, asked by their teacher (not within their textbook).

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

3. Practice/description: Graphic Organizer: Students are given or asked to create a graphic or chart in which to organize specific information about the text.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

4. Practice/description: Class Discussion: Students and teacher discuss the texts as a large group. This may include discussion of questions from the text, or questions asked by the teacher.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

5. Practice/description: Respond to multiple choice questions: Students respond to multiple choice questions about the text. Such questions often have four possible answers listed.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

6. Practice/description: Collaborative discussion: Students engage in pair or small group discussions of questions or ideas related to a text.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

7. Practice/description: Audio support: Students listen to audio of text, often while following along in the textbook.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

8. Practice/description: Teacher think-aloud: The teacher reads aloud and models what good readers do, such as asking questions about the text, making inferences, summarizing, etc.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

9. Practice/description: Note taking: Students take notes about the text read. Notes may be made in a "Reader's Notebook," foldable, or through annotations within the text. Unlike a graphic organizer, these notes will not be organized into drawn boxes or other graphics.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

10. Practice/description: Creative response to text: Student responds to text by writing a journal entry or narrative from the point of view of a character, a narrative that takes place in the story setting, or other format which allows the student to respond to the text read through creative writing.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

11. Practice/description: Essay response to text: Students responds to the text by writing an informational, persuasive, or narrative essay (multiple paragraphs) which utilizes information from the text to support the ideas being presented in the essay.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

12. Practice/description: Teacher read-aloud: The teacher reads aloud from the text. This can be a single line of text. The teacher does not model strategies for reading, but may ask students a question about the section read aloud.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

13. Practice/description: Summary: Students create a summary of the text read. This summary can be written or verbal.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

14. Practice/description: Partner/small group work: Students work with one or more other students to create a product in response to a text. The product may include written response to questions about the text, a graphic organizer, a skit or play, poster, or any other product that can be shared with others once completed.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

15. Practice/description: Ask questions: Students create their own questions about the text. These questions may be answered through discussion with peers or in writing by the student.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

Statement Category: Response stems (students) – statements which will correspond with each of the in the measure. Participants will indicate the degree to which he/she perceives each practice agrees with the response stem. For each stem below, the theoretical construct associated will be included in parenthesis after the stem when appropriate. The parenthetical information will not be included in the finished measure. It is for your reference only.

1. Response stem: This is used in my classroom.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

2. Response stem: When I do this in language arts class, I am able to be a successful reader. (competence)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

3. Response stem: When I do this in language arts class, I am in control of my own learning. (autonomy)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

4. Response stem: When I do this in language arts class, I am able to be a valued member of the class. (relatedness)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

5. Response stem: When I do this in language arts class, I participate because I enjoy it. (intrinsic motivation)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

Statement category: Response stems (teachers) – statements which will correspond with each of the instructional practices in the measure. Participants will indicate the degree to which he/she perceives each practice agrees with the response stem. For each stem below, the theoretical construct associated will be included in parenthesis after the stem when appropriate. The parenthetical information will not be included in the finished measure. It is for your reference only.

1. Response stem: I use this in my classroom.

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional Comments:

2. Response stem: When they participate in this practice, my students feel confident in their ability to be successful readers. (competence)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5
Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

3. Response stem: When they participate in this practice, my students feel they are in control of their learning. (autonomy)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

4. Response stem: When they participate in this practice, my students feel they are valued members of the classroom community. (relatedness)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

5. Response stem: When they participate in this practice, my students actively participate because they enjoy it. (intrinsic motivation)

Clarity of Statement	Very Unclear				Very Clear
	1	2	3	4	5

Completeness of Statement	Incomplete				Very Complete
	1	2	3	4	5

Additional comments:

Appendix D: Expert Panel Information

Language Arts Research Expert A
Assistant Professor
White
Female
Adolescent Literacy

Language Arts Research Expert B
Associate Professor
Female
White
English Education

Self-Determination Theory Expert
Associate Professor
Female
White
Educational Psychology

Measurement Expert
Professor
Male
White
Statistics and Measurement

Language Arts Teacher A
White
Female
Middle Grades Language Arts

Language Arts Teacher B

Male
White
Middle Grades Language Arts

Appendix E: Teacher Informed Consent Form

USF
UNIVERSITY OF
SOUTH FLORIDA

Informed Consent to Participate in Research Involving Minimal Risk
Information to Consider Before Taking Part in this Research Study

Pro # 00023303

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand.

We are asking you to take part in a research study called: **Influence of Language Arts Instructional Practices on Early Adolescents' Motivation to Read: Measuring Student and Teacher Perceptions**

The person who is in charge of this research study is Sarah Pennington. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She] is being guided in this research by Drs. Sarah Kiefer and James King.

The research will be conducted at middle schools in Hernando County.

Purpose of the study

The goal of this study is to create a survey that can be used to learn more about language arts classroom activities and how both teacher and students perceive their influence motivation to read. Your participation will allow researchers to work toward a better understanding of how to support motivation to read in the middle grades language arts classroom.

Why are you being asked to take part?
We are asking you to take part in this research study because you teach middle grades language arts to at least one section of on- or above-level readers.

Study Procedures:

If you take part in this study, you will be asked to:

- complete two paper-and-pencil surveys. The surveys will ask you to indicate how specific activities in their language arts classroom support your students' motivation and how you perceive your students' motivation to read. Basic demographic information (age gender, ethnicity) will also be collected.

- Completion is expected to take about 40 minutes.
- Surveys will be administered during regular school hours by a trained researcher from USF.
- Participation will occur during one meeting in the semester.
- Additionally, the USF research team will be in each of your class sections one time during the semester to administer surveys to participating students.

Total Number of Participants

About 200 individuals (student and teacher) will take part in this study at your school. A total of 520 individuals will participate in the study at all sites.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study. You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study.

Benefits

You will receive no benefit(s) by participating in this research study.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Costs

It will not cost you anything to take part in the study.

Conflict of Interest Statement

The research staff receive no financial support for this study from any business or other entity.

Privacy and Confidentiality

We will keep your study records private and confidential. Certain people may need to see your study records. Anyone who looks at your records must keep them confidential. These individuals include:

- The research team, including the Principal Investigator, study coordinator, and all other research staff.

- Certain government and university people who need to know more about the study, and individuals who provide oversight to ensure that we are doing the study in the right way.

- The USF Institutional Review Board (IRB) and related staff who have oversight responsibilities for this study, including staff in USF Research Integrity and Compliance.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an unanticipated problem, call Sarah Pennington at (352) 600-2969.

If you have questions about your rights as a participant in this study, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Consent to Take Part in this Research Study

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____   _____
Signature of Person Taking Part in Study   Date

_____
Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

_____   _____
Signature of Person obtaining Informed Consent   Date

_____
Printed Name of Person Obtaining Informed Consent

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Appendix F: Parental Consent Form

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Parental Permission for Children to Participate in Research Involving Minimal Risk
Information for parents to consider before allowing your child to take part in this research study

Pro # 00023303

The following information is being presented to help you and your child decide whether or not he/she wishes to be a part of a research study. Please read this information carefully. If you have any questions or if you do not understand the information, we encourage you to ask the researcher.

We are asking you to allow your child to take part in a research study called: **Influence of Language Arts Instructional Practices on Early Adolescents' Motivation to Read: Measuring Student and Teacher Perceptions**

The person who is in charge of this research study is Sarah Pennington. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She is being guided in this research by Drs. Sarah Kiefer and James King.

The research will be conducted at various middle and K8 schools in the Hernando County School District.

Purpose of study:
The goal of this study is to validate a measure regarding student and teacher perceptions of instructional practices in the language arts classroom and their influence on students' motivation to read. Your student's participation will allow researchers to work toward a better understanding of how to support motivation to read in the middle grades language arts classroom.

Why is your child being asked to take part?
We are asking your child to take part in this research study because he or she is identified as reading at or above grade level.

Study Procedures:
If your child takes part in this study, s/he will be asked to:

- complete two paper-and-pencil surveys. The surveys will ask students to indicate how specific activities in their language arts classroom support their motivation and how they feel about reading in general. Basic demographic information (age, gender, ethnicity) will also be collected.
- Completion is expected to take your child about 40 minutes.

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- Surveys will be administered at your child's school during regular school hours by a trained researcher from USF. Surveys will be administered only to students who have parent permission to participate.
- Participation will occur during one class period in the semester.
- In addition, students' school records will be reviewed for reading achievement (language arts grades, standardized reading assessment results).

Total Number of Participants

About 200 individuals will take part in this study at your child's school. A total of 520 individuals will participate in the study at all sites.

Alternatives / Voluntary Participation / Withdrawal

If you decide not to let your child take part in this study, that is okay. Instead of being in this research study your child can choose not to participate. You should only let your child take part in this study if both of you want to. You or child should not feel that there is any pressure to take part in the study to please the study investigator or the research staff.

If you decide not to let your child take part:

- Your child will not be in trouble or lose any rights he/she would normally have.

You can decide after signing this informed consent form that you no longer want your child to take part in this study. We will keep you informed of any new developments which might affect your willingness to allow your child to continue to participate in the study. However, you can decide you want your child to stop taking part in the study for any reason at any time. If you decide you want your child to stop taking part in the study, tell the study staff as soon as you can.

Benefits

You and your child will receive no benefit(s) by participating in this study

Risks or Discomfort

There are no known risks to those who take part in this study.

Compensation

Your child will receive no payment or other compensation for taking part in this study. However, he or she will be entered into a drawing for a $20 gift card for returning this form, regardless of whether you agree to let your child participate.

Costs

It will not cost you anything to let your child take part in the study.

Conflict of Interest Statement

The research staff receive no financial support for this study from any business or other entity.

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Privacy and Confidentiality

We will keep your child's study records private and confidential. Certain people may need to see your child's study records. Anyone who looks at these records must keep them confidential. These individuals include:

- The research team, including the Principal Investigator, study coordinator, research nurses, and all other research staff.
- Certain government and university people who need to know more about the study, and individuals who provide oversight to ensure that we are doing the study in the right way.
- The USF Institutional Review Board (IRB) and related staff who have oversight responsibilities for this study, including staff in USF Research Integrity and Compliance.

We may publish what we learn from this study. If we do, we will not include your child's name. We will not publish anything that would let people know who your child is.

You can get the answers to your questions, concerns, or complaints.

If you have any questions, concerns or complaints about this study, call Sarah Pennington at (352) 600-2969. If you have questions about your child's rights, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Consent for My Child to Participate in this Research Study

I freely give my consent to let my child take part in this study. I understand that by signing this form I am agreeing to let my child take part in research. I have received a copy of this form to take with me.

_____   _____

Signature of Parent of the Child Taking Part in Study   Date

_____

Printed Name of Parent of the Child Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

_____   _____

Signature of Person Obtaining Informed Consent   Date

_____

Printed Name of Person Obtaining Informed Consent

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Appendix G: Student Assent Form

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Assent of Children to Participate in Research
Pro # 00023303

Title of study: Influence of Language Arts Instructional Practices on Early Adolescents'
Motivation to Read: Measuring Student and Teacher Perceptions

Why am I being asked to take part in this research?
You are being asked to take part in a research study about how you feel about reading and about the
activities used in your language arts class. You are being asked to take part in this research study
because you have been identified as reading at or above grade level. If you take part in this study, you
will be one of about 200 people at this site.

Who is doing this study?
The person in charge of this study is Sarah Pennington. She is being guided in this research by Drs.
Sarah Kiefer and James King. However, other research staff may be involved and can act on behalf of
the person in charge.

What is the purpose of this study?
By doing this study, we hope to learn about how the things middle school students do in language arts
makes them feel about reading.

Where is the study going to take place and how long will it last?
The study will be take place in Hernando County Schools. You will be asked to participate in one visit
which will take about 40 minutes. The total amount of time you will be asked to volunteer for this study
is 40 minutes over the next month.

What will you be asked to do?
If you choose to take part in this study you will be asked to complete two surveys. These surveys will
ask how you feel about reading and how you feel about activities your language arts teacher may use in
class. It will take you about 40 minutes to complete both surveys. If you choose to take part in the study,
we will also look at some of your school records, including your language arts grades and FAIR
assessment scores.

What things might happen if you participate?
To the best of our knowledge, your participation in this study will not harm you.

Is there benefit to me for participating?
We cannot promise that you will receive benefit from taking part in this research study but you could learn
about and enjoy participating in a research project and learn more about how your perceptions of the

learning environment may shape your motivation, engagement, and school belonging and help to support your school success.

What other choices do I have if I do not participate?
You do not have to participate in this research study.

Do I have to take part in this study?
You should talk with your parents or guardian and others about taking part in this research study. If you do not want to take part in the study, that is your decision. You should take part in this study because you want to volunteer.

Will I receive any compensation for taking part in this study?
You will receive an entry into a drawing for a $20 gift card for returning a completed parental permission form.

Who will see the information about me?
Your information will be added to the information from other people taking part in the study so no one will know who you are. The completed study will be shared with the Hernando County School District, but this information will not identify any individual.

Can I change my mind and quit?
If you decide to take part in the study you still have the right to change your mind later. No one will think badly of you if you decide to stop participating. Also, the people who are running this study may need for you to stop. If this happens, they will tell you when to stop and why.

What if I have questions?
You can ask questions about this study at any time. You can talk with your parents, guardian or other adults about this study. You can talk with the person who is asking you to volunteer by calling Sarah Pennington at (352) 600-2969. If you think of other questions later, you can ask them. If you have questions about your rights as a research participant you can also call the USF IRB at (813) 974-5638.

Assent to Participate

I understand what the person conducting this study is asking me to do. I have thought about this and agree to take part in this study. I have been given a copy of this form.

_____   _____
Name of person agreeing to take part in the study   Date

_____   _____
Printed name & Signature of person providing information (assent) to subject   Date

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Language Arts Reading Practice Survey – Teacher Form

We are interested in the activities you engage your students in during your language arts (LA) class. When responding to the questions below, please focus on the practices your students engage in during your LA class. These questions are not about things your students do as part of standardized assessments like the FSA (Florida Standards Assessment).

First, we would like to get some information about you. Please answer the following questions.

Gender: _____Male _____Female

Race (choose all that apply):

_____ White _____ Black/African American _____ Asian/Pacific Islander

_____ Native American _____ Other (please specify) _____

Ethnicity: Do you identify as Hispanic? _____ Yes _____ No

Total years of teaching experience:

_____ 1-3 _____ 4-6 _____ 7-9 _____ 10-15

_____ 16-20 _____ 21-25 _____ 25+

Years teaching current grade level:

_____ 1-3 _____ 4-6 _____ 7-9 _____ 10-15

_____ 16-20 _____ 21-25 _____ 25+

Highest degree completed:

_____ B. A. _____ M. A. _____ Ph.D.

Now think about what students do in your language arts class. There are no right or wrong answers to the following questions. We only want to know your thoughts about the practices your students engage in during your language arts class.

To give your answer, fill in one number bubble on each line. Let's turn the page and start. Please follow along with me while I read each of the statements, and then indicate your answer.

1. **Respond to open-ended textbook questions:** Students respond, either orally or in writing, to open-ended questions (short-answer, not multiple choice) found in the textbook.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	◯	◯	◯	◯	◯

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When they participate in this practice, my students typically:						
Feel confident in their ability to be successful readers.	◯	◯	◯	◯	◯	◯
Feel like they have options for sharing their understanding of what they have read.	◯	◯	◯	◯	◯	◯
Feel like they are able to be valued members of the classroom community.	◯	◯	◯	◯	◯	◯
Participate because it makes reading enjoyable.	◯	◯	◯	◯	◯	◯

2. **Respond to open-ended questions asked by teacher: Students respond to open-ended questions (short answer, not multiple choice), either orally or in writing, asked by the teacher (not from the textbook).**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	◯	◯	◯	◯	◯

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When they participate in this practice, my students typically:						
Feel confident in their ability to be successful readers.	◯	◯	◯	◯	◯	◯
Feel like they have options for sharing their understanding of what they have read.	◯	◯	◯	◯	◯	◯
Feel like they are able to be valued members of the classroom community.	◯	◯	◯	◯	◯	◯
Participate because it makes reading enjoyable.	◯	◯	◯	◯	◯	◯

3. **Respond to multiple choice questions: Students respond to multiple choice questions about the textbook. Such questions often have approximately four possible answers listed.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

4. **Class discussion: Students and teacher discuss the texts as a large group. This may include discussion of questions from the text, or questions asked by the teacher.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

5. Collaborative discussion: Students collaboratively discuss questions or ideas related to the text with peers in pairs or in small groups.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

6. Partner/small group work: Students work with one or more other students to create a product in response to a text. The product may include a written response to questions about the text, a graphic organizer, a skit or play, poster, or any other product that can be shared with others once completed.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

7. **Graphic organizer: Students are given or asked to create a picture or chart to organize specific information about the text. This may be completed individually or in a small group.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

8. **Note taking: Students take notes about the text read. Notes may be made in a reader's notebook, foldable, or through annotations within the text. Unlike a graphic organizer, these notes are not organized by boxes or other graphics.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

9. Student generated questions: Students create their own questions about the text. These questions may be answered through discussion with peers or in writing by the student.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

10. Teacher think-aloud: The teacher reads aloud and models what good readers do, such as asking questions about the text, making inferences, summarizing, etc.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

11. Creative response to text: Students respond to the text through creative writing, such as writing a journal entry or narrative from a character's point of view, writing a narrative that takes place in the story setting, or other format.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

12. Essay response to text: Students respond to the text by writing an informational, persuasive, or narrative essay (multiple paragraphs) that utilizes information from the text to support ideas presented in the essay.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
I use this in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know

When they participate in this practice, my students typically:

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
Feel confident in their ability to be successful readers.	○	○	○	○	○	○
Feel like they have options for sharing their understanding of what they have read.	○	○	○	○	○	○
Feel like they are able to be valued members of the classroom community.	○	○	○	○	○	○
Participate because it makes reading enjoyable.	○	○	○	○	○	○

Appendix I: Revised LARPS-S with Demographic Form

Language Arts Reading Practice Survey – Student Form

We are interested in the activities you do in <u>your language arts class</u>. When responding to the questions below, please focus on the things you do in your language arts classroom. These questions are not about things you do as part of standardized assessments like the FSA (Florida Standards Assessment).

First, we would like to get some information about you. Please answer the following questions.

Gender: _____Male _____Female

Race (choose all that apply):

_____ White _____ Black/African American _____ Asian/Pacific Islander

_____ Native American _____ Other (please specify) _____

Ethnicity: Do you identify as Hispanic? _____ Yes _____ No

Age: _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____ 15

Now we will talk about the things you do in your language arts class. There are no right or wrong answers to the following questions. We only want to know your thoughts about the things you do in language arts.

Here is an example to practice before we get started:

1. **Bell work: Students begin working on an assignment that is on the board or projected on a screen as soon as entering the language arts (LA) classroom.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	O	O	O	O	O

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	O	O	O	O	O	O
I feel like I have options for sharing what I have read.	O	O	O	O	O	O
I feel I am able to be a valued member of the classroom community.	O	O	O	O	O	O
I participate because it makes reading enjoyable.	O	O	O	O	O	O

Remember, when you give your answers think about the things you do in <u>your language arts class</u>. There are no right or wrong answers, we just are interested in your thoughts. To give your answer, fill in one number bubble on each line. Let's turn the page and start. Please follow along with me while I read each of the statements, and then indicate your answer.

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1. **Respond to open-ended textbook questions:** Students respond, either orally or in writing, to open-ended questions (short-answer, not multiple choice) found in the textbook.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

2. **Respond to open-ended questions asked by teacher: Students respond to open-ended questions (short answer, not multiple choice), either orally or in writing, asked by the teacher (not from the textbook).**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

3. **Respond to multiple choice questions: Students respond to multiple choice questions about the textbook. Such questions often have approximately four possible answers listed.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

4. **Class discussion: Students and teacher discuss the texts as a large group. This may include discussion of questions from the text, or questions asked by the teacher.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

5. **Collaborative discussion: Students collaboratively discuss questions or ideas related to the text with peers in pairs or in small groups.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

6. **Partner/small group work: Students work with one or more other students to create a product in response to a text. The product may include a written response to questions about the text, a graphic organizer, a skit or play, poster, or any other product that can be shared with others once completed.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

7. **Graphic organizer: Students are given or asked to create a picture or chart to organize specific information about the text. This may be completed individually or in a small group.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

8. **Note taking: Students take notes about the text read. Notes may be made in a reader's notebook, foldable, or through annotations within the text. Unlike a graphic organizer, these notes are not organized by boxes or other graphics.**

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

9. Student generated questions: Students create their own questions about the text. These questions may be answered through discussion with peers or in writing by the student.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

10. Teacher think-aloud: The teacher reads aloud and models what good readers do, such as asking questions about the text, making inferences, summarizing, etc.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	○	○	○	○	○

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	○	○	○	○	○	○
I feel like I have options for sharing what I have read.	○	○	○	○	○	○
I feel I am able to be a valued member of the classroom community.	○	○	○	○	○	○
I participate because it makes reading enjoyable.	○	○	○	○	○	○

11. Creative response to text: Students respond to the text through creative writing, such as writing a journal entry or narrative from a character's point of view, writing a narrative that takes place in the story setting, or other format.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	◯	◯	◯	◯	◯

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	◯	◯	◯	◯	◯	◯
I feel like I have options for sharing what I have read.	◯	◯	◯	◯	◯	◯
I feel I am able to be a valued member of the classroom community.	◯	◯	◯	◯	◯	◯
I participate because it makes reading enjoyable.	◯	◯	◯	◯	◯	◯

12. Essay response to text: Students respond to the text by writing an informational, persuasive, or narrative essay (multiple paragraphs) that utilizes information from the text to support ideas presented in the essay.

	Daily	Weekly	1-2 times a month	1-2 times a semester	Never
This is used in my LA classroom:	◯	◯	◯	◯	◯

	A lot 5	4	Somewhat 3	2	Not at all 1	I don't know
When I do this in my LA class:						
I feel confident in my ability to be a successful reader.	◯	◯	◯	◯	◯	◯
I feel like I have options for sharing what I have read.	◯	◯	◯	◯	◯	◯
I feel I am able to be a valued member of the classroom community.	◯	◯	◯	◯	◯	◯
I participate because it makes reading enjoyable.	◯	◯	◯	◯	◯	◯

Appendix J: Teacher Beliefs about Student Motivation to Read Questionnaire (TBSMRQ; Quirk et al., 2010)

Teachers responded to statements below on a scale of 1 (*strongly disagree*) to 6 (*strongly agree*).

1. I believe it is important for students to feel that they can improve as readers while they are in my class.
2. I believe it is important for students to feel that they can learn from reading in class.
3. I believe it is important that students see themselves as a good reader.
4. I believe it is important for students to feel that they can succeed in reading in the classroom.
5. I believe it is important for students to have access to readings that challenge them at their level.
6. I believe it is important to give students questions about their reading that make them think.
7. I believe students will read more difficult material when it is interesting to them.
8. I believe it is important to give students opportunities to learn difficult things through reading.
9. I believe it is important for students to read new information about topics that interest them.
10. I believe it is important to verbally encourage students to find out what interests them.
11. I believe it is important for students to read about new things that interest them.
12. I believe it is important for students to be so interested in what they are reading that they lose track of time.
13. I believe it is important for students to read about a wide variety of topics.
14. When I don't know students' interests, I believe it is important to choose readings on topics that will arouse their interests.
15. When I see that a student has an interest in a topic, I believe it is important to give that student readings that are centrally related to that topic.
16. I believe it is important to select readings that are likely to draw students into a story's narrative.
17. I believe it is important to encourage students to enter the world that the author has created.
18. I believe it is important to encourage students to make pictures in their minds when they read.
19. I believe it is important that students read to improve their grades compared to other reasons for reading.
20. I believe it is important that students look forward to finding out their reading grades.
21. I believe it is important that students think that grades are a good way of finding out how they are doing in reading.
22. I believe it is important that students' parents ask about their reading grades.
23. I believe grading is an important way to foster reading development for students.
24. I believe that it is important for students to enjoy being the only one who knows an answer in something they read.
25. I believe that it is important for students to strive to get more answers right than their friends.
26. I believe that it is important for students to like finishing their reading before other students in the class.
27. I believe that it is important that students are driven to work hard in order to get better at reading than their friends.
28. I believe that it is important to use competitive activities to promote reading growth.
29. I believe it is important that students read to their brother(s) or sister(s).
30. I believe it is important that students tell their family about what they are reading.

31. I believe it is important that students visit the library often with their family.
32. I believe it is important that students try to finish their reading on time.
33. I believe it is important that students value finishing every reading assignment.
34. I believe it is necessary for students to think it is important to be good readers.
35. I believe it is necessary for students to view reading as one of the most important activity that they do.
36. I believe it is important to ask students what they want to read.
37. I believe it is important to acknowledge students' perspectives even though they may differ from the teacher's perspective.
38. I believe it is important to provide time for students to read independently.
39. I believe it is important to explain to students why a strategy being taught to them will be useful.
40. I believe it is important to explain to students why they are reading a particular book.
41. I believe it is important to encourage students to generate questions rather than answer the teacher's questions.

Appendix K: Motivations for Reading Questionnaire (Wigfield & Guthrie, 1997)

Note: For this appendix, the response section for the majority of the questions has been removed to conserve space.

Motivations for Reading Questionnaire

We are interested in your reading.

The sentences tell how some students feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you. There are no right or wrong answers. We only want to know how you feel about reading.

For many of the statements, you should think about the kinds of things you read in your class.

Here are some ones to try before we start on the ones about reading:

I like ice cream.

Very Different From Me	A Little Different from me	A little like me	A lot like me
1	2	3	4

If the statement is very different from you, circle a 1.

If the statement is a little different from you, circle a 2.

If the statement is a little like you, circle a 3.

If the statement is a lot like you, circle a 4.

I like spinach.

Very Different From Me	A Little Different from me	A little like me	A lot like me
1	2	3	4

If the statement is very different from you, what should you circle?

If the statement is a little different from you, what should you circle?

If the statement is a little like you, what should you circle?

If the statement is a lot like you, what should you circle?

Okay, we are ready to start on the ones about reading. Remember, when you give your answers you should think about the things you are reading in your class.

There are no right or wrong answers, we just are interested in YOUR ideas about reading. To give your answer, circle ONE number on each line. The answer lines are right under each statement.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then circle your answer.

1. I like being the best at reading.

2. I like it when the questions in books make me think.

3. I read to improve my grades.

4. If the teacher discusses something interesting I might read more about it.

5. I like hard, challenging books.

6. I enjoy a long, involved story or fiction book.

7. I know that I will do well in reading next year.

8. If a book is interesting I don't care how hard it is to read.

9. I try to get more answers right than my friends.

10. I have favorite subjects that I like to read about.

11. I visit the library often with my family.

12. I make pictures in my mind when I read.

13. I don't like reading something when the words are too difficult.

14. I enjoy reading books about people in different countries.

15. I am a good reader.

16. I usually learn difficult things by reading.

17. It is very important to me to be a good reader.

18. My parents often tell me what a good job I am doing in reading.

19. I read to learn new information about topics that interest me.

20. If the project is interesting, I can read difficult material.

21. I learn more from reading than most students in the class.

22. I read stories about fantasy and make believe.

23. I read because I have to.

24. I don't like vocabulary questions.

25. I like to read about new things.

26. I often read to my brother or my sister.

27. In comparison to other activities I do, it is very important to me to be a good reader.

28. I like having the teacher say I read well.

29. I read about my hobbies to learn more about them.

30. I like mysteries.

31. My friends and I like to trade things to read.

32. Complicated stories are no fun to read.

33. I read a lot of adventure stories.

34. I do as little schoolwork as possible in reading.

35. I feel like I make friends with people in good books.

36. Finishing every reading assignment is very important to me.

37. My friends sometimes tell me I am a good reader.

38. Grades are a good way to see how well you are doing in reading.

39. I like to help my friends with their schoolwork in reading.

40. I don't like it when there are too many people in the story.

41. I am willing to work hard to read better than my friends.

42. I sometimes read to my parents.

43. I like to get compliments for my reading.

44. It is important for me to see my name on a list of good readers.

45. I talk to my friends about what I am reading.

46. I always try to finish my reading on time.

47. I am happy when someone recognizes my reading.

48. I like to tell my family about what I am reading.

49. I like being the only one who knows an answer in something we read.

50. I look forward to finding out my reading grade.

51. I always do my reading work exactly as the teacher wants it.

52. I like to finish my reading before other students.

53. My parents ask me about my reading grade.

53 items

11 constructs

Reading Efficacy (3 items)

I don't know that I will do well in reading next year

I am a good reader

I learn more from reading than most students in the class

Reading Challenge (5 items)

I like hard, challenging books

If the project is interesting, I can read difficult material

I like it when the questions in books make me think

I usually learn difficult things by reading

 If a book is interesting I don't care how hard it is to read

Reading Curiosity (6 items)

If the teacher discusses something interesting I might read more about it

I have favorite subjects that I like to read about

I read to learn new information about topics that interest me

I read about my hobbies to learn more about them

I like to read about new things

I enjoy reading books about living things

Reading Involvement (6 items)

I read stories about fantasy and make believe

I like mysteries

I make pictures in my mind when I read

I feel like I make friends with people in good books

I read a lot of adventure stories

I enjoy a long, involved story or fiction book

Importance of Reading (2 items)

It is very important to me to be a good reader

In comparison to other activities I do, it is very important to me to be a good reader

Reading Work Avoidance (4 items)

I don't like vocabulary questions

Complicated stories are no fun to read

I don't like reading something when the words are too difficult

I don't like it when there are too many people in the story

Competition in Reading (6 items)

I try to get more answers right than my friends

I like being the best at reading

I like to finish my reading before other students

I like being the only one who knows an answer in something we read

It is important for me to see my name on a list of good readers

I am willing to work hard to read better than my friends

Recognition for Reading (5 items)

I like having the teacher say I read well

My friends sometimes tell me I am a good reader

I like to get compliments for my reading

I am happy when someone recognizes my reading

My parents often tell me what a good job I am doing in reading

Reading for Grades (4 items)

Grades are a good way to see how well you are doing in reading

I look forward to finding out my reading grades

I read to improve my grades

My parents ask me about my reading grade

Social Reasons for Reading (7 items)

I visit the library often with my family

I often read to my brother or my sister

My friends and I like to trade things to read

I sometimes read to my parents

I talk to my friends about what I am reading

I like to help my friends with their schoolwork in reading

I like to tell my family about what I am reading

Compliance (5 items)

I do as little schoolwork as possible in reading

I read because I have to

I always do my reading work exactly as the teacher wants it

Finishing every reading assignment is very important to me

I always try to finish my reading on time

Appendix L: Demographics of cognitive interview participants

	n	%
Gender		
Male	2	50
Female	2	50
Total	4	100
Grade		
6	2	50
8	2	50
Total	4	100
Age		
11	1	25
12	1	25
13	2	50
Total	4	100
Race		
AA	1	25
White	2	50
Other	1	25
Total	4	100
Ethnicity		
Hispanic	1	25
Non-Hispanic	3	75
Total	4	100

Appendix M: Pre-planned Cognitive Interview Probes and Probe Type

1. Can you explain the directions in your own words? (Paraphrasing)
2. According to the directions, what is the interview asking you to focus on? (Comprehension/Interpretation)
3. What does it mean to you to be a successful reader? (Comprehension/Interpretation)
4. What does it mean to have options? (Comprehension/Interpretation)
5. What does it mean to you to be a valued member of the classroom community? (Comprehension/Interpretation)
6. What does it mean to respond to a question orally? (Comprehension/Interpretation)
   a. How is this different from answering in writing? (Comprehension/Interpretation)
7. According to the survey, what is an open-ended question? (Comprehension/ Interpretation)
8. In your own words, describe a collaborative discussion. (Paraphrasing)
9. What are some examples of a graphic organizer? (Comprehension/Interpretation)
10. In your own words, explain what happens during a teacher think-aloud. (Paraphrasing)
11. Explain the difference between a creative response to text and an essay response according to the survey. (Comprehension/Interpretation)

Appendix N: Spontaneous Cognitive Interview Probes and Probe Type

1. After reading the survey, what is it asking you about? (Comprehension/Interpretation)
2. What other materials do you see in your classroom which include open-ended questions? (Recall)
3. What is the difference between item 5 (collaborative discussion) and item 6 (small group/partner work)? (Comprehension/Interpretation)

Appendix O: Student Survey Administration Protocol

Protocol - Administration of Student Measures

Introduction & Purpose of study: *Good [morning, afternoon]. My name is Sarah Pennington and I am here to administer two surveys as part of a research study I am completing as part of my college degree. Today you are going to complete two surveys to let me know how you feel about reading and the activities you do in your language arts classroom. Your answers will help me to better understand how the activities in your language arts class affect how you feel about reading.*

Overview: *Please be sure you have something to write with. You can use a pencil or pen to complete the surveys. These surveys will take approximately forty minutes. In between surveys, we will take a short brain break.*

Confidentiality: *Only I will see your individual responses. Your school and teachers will not know how any one person responded to any item on the surveys. Participation in this survey is entirely voluntary. You may stop at any time during the administration process.*

[Hand out folder containing student assent form, LARPS-S and MRQ.]

Student Assent: *Now, I am going to read to you the first paper in your folder, which is titled "Assent of Children to Participate in Research. As I read it aloud, please follow along and raise your hand if you have questions at any point.* [Read the form aloud, stopping to answer student questions as needed.]

[Once assent form has been read and all questions have been answered] *Once you are ready, if you agree to participate in this study, please sign at the bottom of the second page on the line marked "Name of person to take part in the study." If you do not wish to participate, you may close your folder and* [depending on school, this may be *return to your language arts classroom* or *go to room XXX to take part in an enrichment lesson.*]

[Once students have signed form]

You can use the folder I have given you to block off your work space if you would like privacy while you complete the surveys.

Demographic Information

First, we would like to get some information about you. On the first page of the form titled "Language Arts Reading Practices Survey – Student Form," you will see an area that asks for your gender, race, ethnicity, and age. Please indicate for each how you identify. If you are of mixed race, please select "other." **[Wait while students respond to demographic questions. Answer any questions students may have while completing these questions.]**

First we are going to complete the survey titled [Language Arts Reading Practices Survey or Motivations for Reading Questionnaire].

LARPS-S

Purpose: *We are interested in the activities you do in <u>your language arts class</u>. When responding to the questions below, please focus on the things you do in your language arts classroom. These questions are not about things you do as part of standardized assessments like the FSA (Florida Standards Assessment).*

Practice Item: *Now we will talk about the things you do in your language arts class. There are no right or wrong answers to the following questions. We only want to know your thoughts about the things you do in language arts.*

Here is an example to practice before we get started:

Bell work: Students begin working on an assignment that is on the board or projected on a screen as soon as entering the language arts (LA) classroom.

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

Does anyone have any questions about this item? [Pause and respond to any questions]

When I do this in my language arts class, I feel confident in my ability to be a successful reader. Can someone explain in their own words what this means? [Pause for student response and clarify as needed.] *So, for this item, you will indicate if doing bell work makes you feel the way we just discussed. If it really makes you feel like you are able to be a successful reader, you will mark 5 for "a lot." If it doesn't make you feel like you are able to be a successful reader at all, then you will mark 1 for "not at all." Or you may indicate that bell work makes you feel somewhere in between these two choices. If you truly do not know how bell work makes you feel about your ability to be a successful reader, then you will mark "I don't know." Does anyone have any questions?* [Pause and respond to any questions] *Now take a moment to mark your answer.*

When I do this in my language arts class, I feel like I have options for sharing what I have read. Can someone explain in their own words what this means? [Pause for student response and clarify as needed.] *Just like the previous item, you will indicate if bell work makes you feel you have options for sharing your reading. Does anyone have any questions?* [Pause and respond to any questions.] *Now take a moment to mark your answer.*

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. Can someone explain in their own words what this means? [Pause for student response and clarify as needed.] *If you mark five (a lot) for this item, what does that mean?* [Pause for student response and clarify as needed.] *Now take a moment to mark your answer.*

When I do this in my language arts class, I participate because it makes reading enjoyable. Can someone explain in their own words what this means? [Pause for student response and clarify as needed.] *If you mark one (not at all) for this item, what does that mean?* [Pause for student response and clarify as needed.] *Now take a moment to mark your answer.*

Remember, when you give your answers think about the things you do in <u>your language arts class</u>. There are no right or wrong answers, we just are interested in your thoughts. To give your answer, fill in one number bubble on each line. Let's turn the page and start. Please follow along with me while I read each of the statements, and then indicate your answer.

1. *Respond to open-ended textbook questions: Students respond, either orally or in writing, to open-ended questions (short-answer, not multiple choice) found in the textbook. This may also be from other printed sources besides your textbooks.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

2. *Respond to open-ended questions asked by teacher: Students respond to open-ended questions (short answer, not multiple choice), either orally or in writing, asked by the teacher (not from the textbook or on any other resource students have to read the questions from).*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

3. *Respond to multiple choice questions: Students respond to multiple choice questions about the textbook. Such questions often have approximately four possible answers listed.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

4. *Class discussion: Students and teacher discuss the texts as a large group. This may include discussion of questions from the text, or questions asked by the teacher.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

5. *Collaborative discussion: Students collaboratively discuss questions or ideas related to the text with peers in pairs or in small groups. This is discussion only – no writing or creating any item to share what you discussed.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

6. *Partner/small group work: Students work with one or more other students to create a product in response to a text. The product may include a written response to questions about the text, a graphic organizer, a skit or play, poster, or any other product that can be shared with others once completed.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

7. *Graphic organizer: Students are given or asked to create a picture or chart to organize specific information about the text. This may be completed individually or in a small group. Can anyone give an example of a graphic organizer?*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

8. *Note taking: Students take notes about the text read. Notes may be made in a reader's notebook, foldable, or through annotations within the text. Unlike a graphic organizer, these notes are not organized by boxes or other graphics.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

9. *Student generated questions: Students create their own questions about the text. These questions may be answered through discussion with peers or in writing by the student.*
Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

10. *Teacher think-aloud: The teacher reads aloud and models what good readers do, such as asking questions about the text, making inferences, summarizing, etc. Your teacher will pause while reading aloud to tell you what he or she is thinking while reading.*
Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

> **11.** *Creative response to text: Students respond to the text through creative writing, such as writing a journal entry or narrative from a character's point of view, writing a narrative that takes place in the story setting, or other format.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

> **12.** *Essay response to text: Students respond to the text by writing an informational, persuasive, or narrative essay (multiple paragraphs) that utilizes information from the text to support ideas presented in the essay.*

Does anyone have any questions about this item? [Pause and respond to any questions]

This is used in my classroom: daily, weekly, 1-2 times a week, 1-2 times a semester, never

When I do this in my language arts class, I feel confident in my ability to be a successful reader. [Pause for student response.]

When I do this in my language arts class, I feel like I have options for sharing what I have read. [Pause for student response.]

When I do this in my language arts class, I feel I am able to be a valued member of the classroom community. [Pause for student response.]

When I do this in my language arts class, I participate because it makes reading enjoyable. [Pause for student response.]

Please check through the survey and make sure you have filled in a bubble for each question. [Wait while students check measure.] *When you have finished double checking your survey, you may put it to the side.*

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MRQ (Wigfield & Guthrie, 1997)

Administration of this measure will utilize language and directions provided by the authors of the measure.

Administration Conclusion

[When all students are finished, or when time has run out]

Please put all your materials back in the folder. I will take the folders up in a moment. Does anyone have any questions at this time? [Pause to answer any questions students may have.]

Thank you all for taking part in these surveys. Remember that everyone who turned in a parent consent form is eligible for the gift card drawings. Drawings for gift cards will take place on <u>date</u> and your language arts teacher will distribute gift cards to winners soon after. [Take up folders containing assent form and surveys.]

Appendix P: Factor Loadings for Competence Subscale of LARPS-S

Loadings for Single-Factor Solution

	Factor Loading
Open-ended text questions	0.756
Open-ended teacher questions	0.732
Multiple-choice questions	0.827
Teacher-directed discussion	0.778
Collaborative discussion	0.764
Small group work	0.755
Graphic organizer	0.786
Take notes	0.813
Student-generated questions	0.692
Teacher think-aloud	0.752
Creative writing	0.774
Essay	0.651

Loadings for Two-Factor Solution

	Loadings	
	Factor 1	Factor 2
Open-ended text questions	**0.500**	0.348
Open-ended teacher questions	**0.942**	-0.022
Multiple-choice questions	0.385	**0.518**
Teacher-directed discussion	0.356	**0.493**
Collaborative discussion	0.141	**0.664**
Small group work	0.034	**0.749**
Graphic organizer	0.164	**0.661**
Take notes	0.050	**0.792**
Student-generated questions	-0.121	**0.811**
Teacher think-aloud	0.129	**0.661**
Creative writing	0.084	**0.720**
Essay	0.013	**0.657**

Appendix Q: Factor Loadings for Autonomy Subscale of LARPS-S

Loadings for Single-Factor Solution

	Factor Loading
Open-ended text questions	0.727
Open-ended teacher questions	0.792
Multiple-choice questions	0.752
Teacher-directed discussion	0.724
Collaborative discussion	0.724
Small group work	0.716
Graphic organizer	0.751
Take notes	0.701
Student-generated questions	0.653
Teacher think-aloud	0.688
Creative writing	0.751
Essay	0.693

Loadings for Two-Factor Solution

	Loadings	
	Factor 1	Factor 2
Open-ended text questions	**0.682**	0.103
Open-ended teacher questions	**0.805**	0.052
Multiple-choice questions	**0.747**	0.062
Teacher-directed discussion	**0.745**	0.031
Teacher think-aloud	**0.418**	0.319
Creative writing	**0.406**	0.398
Small group work	0.118	**0.665**
Graphic organizer	0.223	**0.595**
Take notes	0.146	**0.615**
Student-generated questions	-0.145	**0.875**
Collaborative discussion	0.274	**0.506**
Essay	0.134	**0.621**

Appendix R: IRB Approval Letter for Study

USF
UNIVERSITY OF
SOUTH FLORIDA

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
(813) 974-5638 • FAX (813) 974-7091

March 14, 2016

Sarah Pennington
Teaching and Learning
Tampa, FL 33612

RE: **Expedited Approval for Initial Review**
IRB#: Pro00023303
Title: Influence of Language Arts Instructional Practices on Early Adolescents' Motivation to Read: Measuring Student and Teacher Perceptions

Study Approval Period: 3/14/2016 to 3/14/2017

Dear Ms. Pennington:

On 3/14/2016, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents contained within, including those outlined below.

Approved Item(s):
Protocol Document(s):
Study Protocol Version 1

Consent/Assent Document(s)*:
SB Adult Minimal Risk - Teacher.docx.pdf
SB Assent Form.docx.pdf
SB Parental Permission.docx.pdf

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent document(s) are only valid during the approval period indicated at the top of the form(s).

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110. The research

proposed in this study is categorized under the following expedited review category:

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Study involves children and falls under 45 CFR 46.404: Research not involving more than minimal risk.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval via an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) calendar days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

Kristen Salomon, Ph.D., Vice Chairperson
USF Institutional Review Board

Appendix S: Permission Email for use of TBSMRQ

USF

Sarah Pennington <sepennin@mail.usf.edu>

TBSMRQ inquiry

2 messages

Sarah Pennington <sepennin@mail.usf.edu>
To: mquirk@education.ucsb.edu

Sun, Jan 3, 2016 at 3:37 PM

Hello Dr. Quirk,

I am a doctoral candidate at the University of South Florida. For my dissertation, I am creating a measure of student and teacher perceptions of language arts instructional practices and the influence of these practices on students' motivation to read with parallel student and teacher forms. I am interested in utilizing the TBSMRQ within my dissertation research for purposes of concurrent validity for the teacher form. Would you be willing to share the TBSMRQ so that I may utilize it? I am happy to answer any questions you may have to consider my request.

Thank you for your time,

Sarah Pennington
Doctoral Candidate - Literacy Studies & Educational Psychology
University of South Florida
Senior Co-Chair, AERA Motivation in Education SIG Graduate Student Committee
President, USF Children's & Young Adult Literature Graduate Student Association

Matt Quirk <mquirk@education.ucsb.edu>
To: Sarah Pennington <sepennin@mail.usf.edu>

Mon, Jan 4, 2016 at 1:43 PM

Hi Sarah,
I am happy to share and have attached the latest version of the measure I could find in my files. Unfortunately, I haven't used this is quite some time and I remember that we found some issues with the scales' reliability and validity. My advice would be to see if there are certain items or subscales that appear particularly relevant to your study and use them as you see fit.

Let me know if you have any follow up questions and good luck!

Best,
Matt
[Quoted text hidden]

📄 TBSMRQ_Revised_FINAL_1-21-09.pdf
211K

Appendix T: Copyright permission information for MRQ

Name of Instrument	Motivations for Reading Questionnaire (MRQ)
Developer/ Website	The items were developed by Dr. Allan Wigfield and Dr. John Guthrie at the University of Maryland.
Instrument Availability/ Key Source(s)	The items are described in the following published article in which the authors indicate that the items and format for the instrument are available by contacting them. Wigfield, A. & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*, 420-432.
Population	Wigfield and Guthrie (1997) used the MRQ on a sample of 105 4th and 5th grade elementary students at one mid-Atlantic state school and 148 (Guthrie et al., 2004) and 150 (Wigfield et al., 2004) 3rd grade students from four mid-Atlantic state schools (respectively) during administration of Concept-Oriented Reading Instruction (CORI; see www.cori.umd.edu for more details). The student samples were approximately 70-76% European American and 22-30% African American. Unrau and Schlackman (2006) also used the MRQ successfully with a sample of 2000 6th, 7th and 8th grade middle school students from one school in the Los Angeles area. This sample of middle school students was 75% Hispanic, 20% Asian, and 5% African-American, American Indian or White.
Type of Method	Student ratings of various aspects of their reading motivations.
Overview	The Motivations for Reading Questionnaire is a student rated assessment of the extent to which each student is motivated to read. It was originally developed by Wigfield and Guthrie (1995) to assess different aspects of student's reading motivation. In 1997, Wigfield and Guthrie improved the MRQ by grouping questions into 11 constructs of reading motivation with the help of motivational interviews with students, classroom reading instruction observations (Guthrie et al., 1996), and alignment with motivational theory. The original scale contained 82 items (Wigfield & Guthrie, 1995), but was revised by Wigfield and Guthrie (1997) and now only contains 53 items. A shortened version (18 items) of the MRQ was also created to use for pre- and post- CORI assessments (Guthrie et al., 2004; Wigfield et al., 2004).
Administration	The MRQ is a set of items that each student completes independently with a group of other students (approximately 10-15). As a group, students go through 3 practice questions with the questionnaire administrator(s) and then are allowed to complete the remainder of the questionnaire on their own. The revised MRQ only has 2 practice questions. Questionnaire administrators are available to answer questions during this time. Students are typically able to finish the MRQ in one 15 to 20 minute session (Wigfield & Guthrie, 1997).
Domains Measured	The revised MRQ contains 53 items intended to reflect 11 constructs of reading motivation: 1. Reading Efficacy (3 items) 2. Reading Challenge(5 items) 3. Reading Curiosity (6 items) 4. Reading Involvement (6 items) 5. Importance of Reading (2 items) 6. Reading Work Avoidance (4 items) 7. Competition in Reading (6 items)