

January 2017

Exploring the Use of Interest Inventories with Elementary Students: A Rich Foundation for Literacy Curriculum Making

Bev Brenna
University of Saskatchewan

John-Etienne Myburgh

Shannon Aubichon

Alexandra Baker

Raelyn Fee

See next page for additional authors

Follow this and additional works at: <https://scholar.stjohns.edu/thereadingprofessor>



Part of the [Language and Literacy Education Commons](#)

Recommended Citation

Brenna, Bev; Myburgh, John-Etienne; Aubichon, Shannon; Baker, Alexandra; Fee, Raelyn; Hounsell, Shania; Kennedy, Leslie; Kennedy, Santana; Pilon, Jessie; and Thomas, Shayna (2017) "Exploring the Use of Interest Inventories with Elementary Students: A Rich Foundation for Literacy Curriculum Making," *The Reading Professor*. Vol. 39 : Iss. 1 , Article 6.

Available at: <https://scholar.stjohns.edu/thereadingprofessor/vol39/iss1/6>

This Article is brought to you for free and open access by St. John's Scholar. It has been accepted for inclusion in The Reading Professor by an authorized editor of St. John's Scholar. For more information, please contact fazzinol@stjohns.edu.

Exploring the Use of Interest Inventories with Elementary Students: A Rich Foundation for Literacy Curriculum Making

Presenter Information

Bev Brenna, John-Etienne Myburgh, Shannon Aubichon, Alexandra Baker, Raelyn Fee, Shania Hounsell, Leslie Kennedy, Santana Kennedy, Jessie Pilon, and Shayna Thomas

Exploring the Use of Interest Inventories with Elementary Students: A Rich Foundation for Literacy Curriculum Making

Bev Brenna, John-Etienne Myburgh, Shannon Aubichon, Alexandra Baker, Raelyn Fee, Shania Hounsell, Leslie Kennedy, Santana Kennedy, Jessie Pilon, and Shayna Thomas

Abstract

This pilot study implemented an undergraduate research project to explore the use of adapted interest inventories in university classroom and practicum settings related to literacy instruction. The responses of eight teacher candidates contributing as co-researchers offered contextualized understandings through questionnaire data. These responses related to curriculum making with particular connections to reading instruction, keeping children's particular funds of knowledge in mind. Patterns and trends in the reflections of these teacher candidates illuminate Schwab's curriculum commonplaces of teacher, learner, resources/subject matter, and milieu. Implications for use of adapted interest inventories and further curriculum development contextualized in children's funds of knowledge are provided.

Introduction

Undergraduate courses in many Teacher Education programs discuss the importance of connecting students' funds of knowledge (Moll, 1997) to the co-creation of curriculum (Clandinin & Connelly, 1992; Clandinin & Connelly, 1988) with teacher candidates encouraged to develop lessons and unit plans with students in mind. This responsive process of curriculum development foregrounds teachers as curriculum makers, considering teachers and children in relationship as together they build the best possible roadmaps for learning. While notions of curriculum have often more narrowly related to Kelly's (2009) description of subject area content, Schwab (1978) reminds us that curriculum commonplaces involve teachers, students, resources/subject matter, and milieu. Such commonplaces, according to Schwab, are necessary elements of curriculum that must be considered as part of curriculum development. Easier said than done, however. This study served as an examination of how interest inventories, used with students as ice-breakers and connected to subsequent lesson planning, might operate as avenues into all of these commonplaces, serving multiple purposes in lesson planning and delivery.

For educational institutions to realize the importance of indigenizing the curriculum, including Aboriginal perspectives and knowledge as essential elements of learning frameworks and learning, it is critical to address what Young (2005) criticizes in past practice: that "the existence of my people (Anishinabe and other Aboriginal people) was not part of the curriculum" (p. 23). In order to develop curriculum with all students in mind, it is necessary to create essential connections with students so that their particular backgrounds, gifts, and interests affect what Clandinin and Connelly (1992) describe in a definition of *curriculum* that stems from the Latin root of the word meaning "race course." Teachers who drive this course, who actualize curriculum, need to be aware of their passengers as well as their own professional expertise

in achieving authentic learner-centred targets. It is *these* children in *this* learning context that lessons must engage.

Jackson (1992) describes social meliorists who see school as a major force for social change and social justice. The belief that improvements to society depend on human effort adds importance to personal narrative in a quest for balance and integrity within and among schools. Teachers hold the reins which direct classroom communities on the roads taken into the wider world—a world that both impacts, and is impacted by, everyone. Yet this kind of change doesn't happen without careful attention.

Our pilot study in an undergraduate Education context explored the responses of teacher candidates to the experience of adapting an interest inventory (Cooper, 1972) and applying it through literacy-related field experiences in an elementary school setting (see Appendix A for the teacher candidate questionnaire and Appendix B for the initial inventory questions). The children's inventory results from one small-group lesson that framed two subsequent small-group lessons, planned and delivered by teacher candidates to 3-6 children in a grade 4/5 classroom setting. This paper explores the responses of the university instructor and the eight undergraduate students to this initiative, using the interest inventory as a conceptual framework within which relationships, ability, and content selection emerged as response themes. Results comprehensively connected Schwab's (1978) curriculum commonplaces through intriguing examples in the response data. It is important to note that the students enrolled in the course were part of a university teacher-education program for self-identified students of Métis descent; some of the eight participants were Métis, and the others were of First Nations background.

Funding from the university's undergraduate research office supported the involvement of a research coach, a graduate student hired to engage with the course material, assisting actualization of all aspects of the research plan through advice regarding the methodology as well as support for data analysis. The ethics of the project were satisfied by its contextualization as course evaluation, with results applicable to further iterations of this project and this course. The eight undergraduate co-researchers had the opportunity to review and revise this paper. In particular, they offered additional information related to their experiences with children following the delivery of the inventory questionnaire after the elementary classroom experiences were completed. Teacher candidate responses were also used to refine survey instruments designed to collect pre and post data related to curriculum making and outcomes for literacy teaching in the context of later courses, although a discussion of these surveys are not part of this article.

Related Literature

In educational contexts, the teacher has traditionally been viewed as separate from curriculum (Clandinin & Connelly, 1992), regardless of the teacher's role in curriculum actualization. Compelling work has suggested that the teacher's role is important (Clandinin & Connelly, 1988) as instructors continually negotiate tensions between the curriculum commonplaces of teacher, learner, content/resources, and milieu (Schwab, 1983). In literacy education, early inventories were developed (e.g., Cooper, 1972) to connect teachers to student interests, anticipating that selection of resources could occur to match those interests and better motivate reading. Related survey tools for assessing early reading motivation have also been developed and applied in early childhood settings (Marinak et al., 2015). Research has extended the use of such inventories to literacy assessment measures in terms of guiding instruction for young adults (Comer, 2011) as well as improving instruction for struggling readers (Egan, 1996).

Study Context

The instructor in the undergraduate course context of the current study had used a standard interest inventory in her past teaching practice in schools, and had for twenty years built undergraduate assignments using an introductory interest inventory as preliminary to the teaching of reading. Previous teacher candidates had been provided the interest inventory, had used it with children in elementary settings, and had summarized their knowledge about those children in a reflective essay that also demonstrated how they might apply such knowledge with these children in imagined future classroom settings. At no time had the teacher candidates been offered the opportunity to revise the interest inventory. In addition, the teacher candidates had not been asked to develop and deliver lessons based on inventory results.

The current project entailed an application of new practices for the instructor involved. In this iteration of her course, she presented a sample interest inventory as a foundation from which to build. The first part of the course assignment invited the teacher candidates to select, revise, discard, and add questions until the inventory was adapted to their satisfaction for the elementary grade level with which they would be involved for practice teaching.

During the first lesson in the school setting, the teacher candidates delivered the inventory (orally, by taking student dictation, or through independent writing by students, depending on ability levels involved). The teacher candidates engaged the students in conversations about the inventory questions and probed for deeper responses. Following the delivery of the inventory, the teacher candidates summarized their findings about the students in their group, and then planned two literacy lessons: the first, a storytelling by the teacher candidates that would lead into children's oral language usage and subsequent writing and reading activities; and the second, a creative drama activity that began with oral responses to picture and word cue cards, resulting in oral dramatic scenes and then possibly writing and reading connections, time permitting.

Prior to their experiential assignment with children, the teacher candidates had been presented with the original

interest inventory and completed it themselves. Data from these inventories was used by the instructor to support the integration of their funds of knowledge (Moll, 1997) into the university course design, where possible. The instructor applied particular details in terms of literature shared later in class to match teacher candidate needs, and provided coaching related to a future unit plan assignment based on teacher candidate interests. In this way, the curriculum building process was modeled by the instructor on a larger scale while at the same time expected of the teacher candidates regarding the work ahead with their own students.

Research Design

This was a qualitative study based on the key research question: "What patterns and themes will emerge in the responses of teacher candidates regarding the development and application of a student interest inventory in support of literacy lesson planning and delivery?" In addition to responding to questions about the interest inventory assignment (Appendix A), a survey about the teaching of reading and writing was also completed by the teacher candidates on the first day of class, and then again at the end of the term, in order to note any shifts in thinking throughout the duration of the course.

Following the completion of the revised interest inventories with small groups of 3-6 elementary students in a grade 4/5 classroom, the eight teacher candidates involved in the curriculum course, a small section of a required elementary literacy class in the B.Ed. program, created and presented two subsequent literacy lessons. These lessons were based on the required curriculum outcomes for this grade level (Saskatchewan Curriculum 2012a and b). They later reflected on these lessons in a narrative essay submitted to the instructor for evaluation. In addition to data from these reflective essays, an anonymous semi-structured questionnaire (Seidman, 2006; Holstein & Gubrium, 1995) was completed by each of the teacher candidates, further investigating their responses to the inventory data (see Appendix A for a copy of the questionnaire).

After the course grades were submitted at the end of the term, the instructor and research coach met to analyze the data for patterns and trends, using Braun and Clarke's (2006) model for conducting thematic analysis in a step-by-step manner. Working to become familiar with the data, generating initial codes, searching for themes, reviewing themes, and defining and naming themes, were stages completed prior to presenting the themes in this final report. Informal attempts were made to triangulate data from the pre and post surveys, the questionnaire, and the reflective essay assignment, and summaries of this data were provided by email to the teacher candidates involved. Teacher candidates had the opportunity to contribute ideas to the research article and some of them volunteered further support regarding the interpretation of the study's results and recommendations for further research.

Interpretation of the Inventories and Curriculum Commonplaces

Within personal reflections generated from the university classroom activities and the activities with students at

the participating elementary school, interesting themes emerged. Most intriguingly, these themes aligned with all four curriculum commonplaces—the learner, the milieu, the teacher, and the subject matter (Schwab, 1978)—marking the interest inventory activity as meritorious on a number of levels. One important message in this regard relates to the possibility that “paying attention” to these commonplaces, in light of social justice issues, may have tremendous impact on the resulting curriculum. As Freire (2005) insists, we all, as teachers, have the privilege and the duty to unveil truths during acts of critical reflection.

The following examples of Schwab’s (1978) curriculum commonplaces appeared in data from the semi-structured questionnaires, spotlighting the importance of teacher-student and student-student relationships, student ability, and content selection in curriculum development and actualization. Quotations in each of the four “commonplace” categories present the advice that the preservice teachers are offering to others as well as exemplify the important learning they received from this experience going forward.

Milieu

The learning context provides and receives feedback from those in its grasp, affects curriculum, and yet is also affected by curriculum. While not always transparent in the manner in which it operates, milieu can be held accountable for the attitudes of its subjects. Attention to milieu was expressed by teacher candidates who provided survey comments related to children’s engagement related to these children’s personal funds of knowledge. One teacher candidate indicated that she was “not expecting how eager the students were to share this information.” Simply by asking children questions about their interests, the milieu had been affected in a positive way. Another teacher candidate commented on a child who “absolutely hated English, didn’t like reading or writing and didn’t own any books.” The only positive response he provided directly related to ELA subject matter involved movies, and the teacher candidate indicated that it was critical to apply movie-content in order to involve him in discussion. As another teacher candidate put it, “I was able to personalize my conversations with them.”

Another theme that emerged related to milieu involved finding common ground between teacher and students. One teacher candidate conducted a talking circle, picking random questions from the interest inventory and then asking each child to contribute a response. “I joined in as well to gain familiarity and comfortability with the students. I learned that the students and I had many things in common such as favourite books, similar pets, and a love of sleeping, of all things!” Seeing herself in these elementary-age children assisted connections that made all group members feel at ease, including the teacher candidate.

A final theme illuminating milieu appeared as teacher candidates reported how the interest inventories assisted children in finding common ground with each other. One teacher candidate indicated that the girl in her group connected to the movies the boys were talking about and, through that subject, became animated in a discussion that subsequently involved all group members.

Resources/Subject Matter

Vivian Paley is a non-fiction writer who portrays the living characters of her storied past with the richness of identities drawn with many traits. The children in *The Girl with the Brown Crayon* (Paley, 1997), for example, are never one thing or another, but presented as real people whose culture or different learning needs holds an important thread of their design, but only a single thread. Responding to the required reading of this text, the teacher candidates involved in this course reflected on aspects of Paley’s work they felt was important, in particular, the connection between the choices this teacher made in the classroom in terms of resources and the children themselves.

Noteworthy in terms of the findings from the current study included a report from all of the teacher candidates that lessons based on the interests of the students seemed easier and more interesting for the children. One teacher candidate indicated that “I would definitely do this activity at the beginning of the year...so I could gauge the class interest and cater the curriculum contents to their needs and wants.” Others also spoke of the value of doing the interest inventory early in the school year. “My students all like reading for enjoyment...they all like adventure and graphic novels. I would be able to incorporate these into my lessons.” Another teacher candidate suggested that, as the children’s teacher, she would be “sure to include their interest areas and input into the types of books I made available for classroom reading...I would also make sure to accommodate for a balance of listening to stories and reading stories as all indicated they liked listening to stories...I believe this is a way to evoke a love of reading, not just the enjoyment of listening to a story.”

One student asked specifically about culture, and said “this is the perfect opportunity to also include First Nations, Metis and Inuit material, and have students compare other cultures to their own, while learning about diversity.” Moving the questions from the inventory into other avenues of response was also recommended as a way to enhance student sharing including “a class-wide talking circle where students could share ideas or a journal entry reflecting their interests.” In addition, “students could also write an autobiography or short story” reflecting interests through various characters.

Teachers

As teachers, a variety of comments expressed appreciation for the connections the interest inventory experience allowed regarding these prospective students. The teacher candidates reported beginning to feel comfortable working with these children through hearing anecdotes about their pets, their sporting interests, and their families. One teacher candidate described the sharing of information as “a bonding experience.” In terms of the inventory itself, one teacher candidate reported “It was the first time I have seen one of these. I know it is important to know your students but I always thought it would take time.” Another teacher candidate suggested a similar idea: “By taking half an hour to invest in your students’ interests you can learn a lot about them, which is beneficial for any teacher at any

stage...” Extending the use of the inventory as a form of assessment, the teacher candidates commented on the power of observation. “Throughout the process of watching and helping the children fill out their interest inventories, I was able to gather information on their work habits and possibly what type of student they were in the classroom.”

Using the inventory as a tool to support differentiation of instruction based on interest and/or need was also mentioned as important, again focusing on the benefits to instructors whose goal was supportive teaching. Knowing the children’s interests “really helped when needing to keep them on track, when there was extra time to add in another activity, or when they needed some teacher input to get started on a task.” Another teacher candidate indicated that “I referred back to the students’ interests in sports, pets, hobbies, and other information...on several different occasions.” Many teacher candidates volunteered that they had connected activities to the students’ funds of knowledge. One teacher candidate confessed that she would not have thought to ask particular questions had she not had the inventory data. For example, “knowing whether students have access to books outside of school is an important thing.”

Learners

Responses from the group demonstrated that the children involved in the interest inventories appreciated the opportunity to talk about their interests, skills and experiences. Said one teacher candidate, “this activity was engaging and fun for the students because it brought up their interests.” Another teacher candidate suggested that “knowing that someone cares about your interests and what you like makes a difference in how you feel you want to perform, and will perform, as a student.”

Gaps in students’ knowledge was reported as data provided by the interest inventory. One preservice teacher discussed how she had added a question to the inventory about culture and diversity, and that it was clear from all the children in her group that they had limited understanding in this respect. “There are countless things that could be done following an interest inventory, and by actually applying their results to your teachings and available resources, you encourage students to read, be engaged, and enjoy school and learning.”

Shifting Roles, Deepening Relationships

At times the teacher candidates and instructor engaged in this study operated as teachers, and at times they operated as learners, constantly shifting back and forth between both roles. The instructor of the course considered the children involved as her students, while at the same time she thought about the teacher candidates as her students, and the experience of relationship-building in a common context occurred for her at both levels as she shifted between stances as a teacher and as a learner.

In the elementary classroom, the instructor worked with one child whose interest inventory had illustrated his experiences with a cat named Rosie. “Tell me more about Rosie,” she prompted during an opportunity to work 1:1 with “Jason” in support of a dictated story that would become his

independent reading text. Knowing about Rosie, and Jason’s enthusiasm for cat care, allowed the instructor to support this child in bringing his expertise into a classroom where his reading and writing skills appeared to be far below grade level. At the end of this project, she could still recall the sentences the child had dictated, and the pride he demonstrated when sharing his knowledge. She could also remember how he fluently read the dictated sentences, their context offering him a supportive framework for oral reading.

Relationship building for the instructor was not limited to working with the children. Knowing about her teacher candidates’ gifts and interests allowed her to work on framing course content through their perspectives. When one teacher candidate was searching for a topic on which to build the required unit plan, the instructor suggested “world travelling” because of the teacher candidates’ own travel experiences. Similarly, the instructor referred a second teacher candidate to a genre study on fantasy novels, and nudged a third towards the topic of “caring for the earth,” because she was aware of their interests in these subjects.

In addition to information provided on the interest inventories completed by the teacher candidates, the instructor also found common ground for discussion and understanding through the course’s shared readings. In particular, when one teacher candidate remarked, “I feel like Oliver,” a struggling student in Paley’s (1997) text *The Girl with the Brown Crayon*, it created a vivid picture towards understanding and the provision of additional supports.

Other comments about relationship building emerged as the teacher candidates debriefed the course content during the second to the last week of class. They commented on the positive connections they had developed with the children, and how they had been able to strategically encourage these students through the knowledge they had gained during the inventory process. In particular, the inventory results had affected their planning, their lesson delivery, and their assessment of children’s work. During the inventory activity, for example, one teacher candidate quickly realized a student’s strengths in oral language while his writing ability appeared well below grade level. One of these realizations without the other might have led to a less complete picture of this boy; together, they offered a chance to foreground his talents through dictated writing and then opportunities to strengthen his reading and writing skills within a strength-based experience.

Shifting Understandings about Literacy Teaching and Learning

Survey data from the beginning and end of the course offered a chance to explore changing perspectives on curriculum making and literacy teaching and learning. While this survey data is not specifically part of this paper, tensions were reported between what is generally expected of teachers—handing in unit plans to administrators at the beginning of the school year—and what was believed to be best practice—developing unit plans with specific learners in mind. Perhaps flexible designs for classroom start-up could be developed to offer classroom teachers the first week of school for eliciting students’ interests and funds of knowledge,

followed by a second week of school team-building activities led by community members and external consultants to allow teachers the time to create and adapt units for the term ahead.

We also wondered whether interest inventories could be expected as a standard school practice, and stored in students' cumulative files. Because these cumulative files are currently reserved for formal assessment documents by teachers and educational consultants, it seems positive to us that student could contribute something to their ongoing school records that self-reflects their identified funds of knowledge. Such inventories could offer a helpful balance between externally created and student-generated information about each student.

Further considerations of survey results caused us to reflect on whether the data signifying the importance of cultural understandings and connections as part of curriculum development might be richer than data provided by other groups of Education students who were not part of the significant cultural learning frameworks provided in our program designed for and by Aboriginal people. In response, we wondered how to frame additional questions about culture that would appear in future versions of the interest inventory tool.

Conclusion

Considerations of planning frameworks related to students' abilities and interests, cultural responsiveness, and student record-keeping in terms of cumulative information, appear important in the results of this interest inventory project. This importance is compatible with the direction provincial Canadian Ministries of Education seem to be going with respect to student-centred planning and the values attributed to students' ideas and interests in contexts of curriculum actualization. It is one thing, however, to promote these values, and another to implement specific classroom activities that demonstrate student-centred planning. The depths to which these teacher candidates processed their experiences using the interest inventories appeared far greater to the course instructor than the learning evident in years past when the university students merely were asked to deliver the inventory and summarize the results. In addition, the new iterations of the inventory itself, developed by the teacher candidates through revision and addition of questions, were far superior to the original.

It appears likely that these new teachers see myriad possibilities with the inventory tool and intend to carry it with them into their future classrooms. As one teacher candidate said, "interest inventories are good because they are based on you. There is no right or wrong answer. They reflect on a range of topics that give you, the teacher, information on your students..." helping you "shape a classroom that will be based on interests." Deeply connected to Schwab's curriculum commonplaces, as evidenced by the teacher candidates' responses in this study, the interest inventory is a functional tool from past practice that has endured the test of time.

Thanks to the Undergraduate Research Initiative, University of Saskatchewan, for supporting the involvement of a research coach and related facilitation

for this project.

References

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Clandinin, D. J., & Connelly, F. M. (1988). *Teachers as curriculum planners: Narratives of experience*. New York: Teachers College Press.
- Clandinin, D. J., & Connelly, F. M. (1992). Teacher as curriculum maker. In P. Jackson (Ed.), *Handbook of research on curriculum* (pp. 363 – 401). New York: MacMillan.
- Comer, M. (2011). Young adult literature and alternative assessment measures. *Theory into Practice*, 50(3), 239-246.
- Cooper, J. D. (1972). *Decision making for the diagnostic teacher, a laboratory manual*. New York: Holt, Rinehart and Winston.
- Egan, C. (1996). *Improving the reading skills of at-risk students*. (Unpublished master's thesis). Saint Xavier University, Antigonish, NS.
- Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach* (D. Macedo, D. Koike, & A. Oliveira, Trans.). Cambridge, MA: Westview Press.
- Holstein, J. A., & Gubrium, J. F. (1995). *The active interview*. Thousand Oaks, CA: Sage.
- Jackson, P. (1992). Conceptions of curriculum and curriculum specialists. In P. Jackson (Ed.), *Handbook of research on curriculum* (pp. 3 – 40). New York: Macmillan.
- Kelly, A. V. (2009). *The curriculum*. Thousand Oaks, CA: Sage.
- Marinak, B. A., Malloy, J. B., Gambrell, L. B., & Mazzone, S. A. (2015). Me and my reading profile: A tool for assessing early reading motivation. *The Reading Teacher*, 69(1), 51-62.
- Moll, L. (1997). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-41.
- Paley, V. G. (1997). *The Girl with the brown crayon: How children use stories to shape their lives*. Cambridge, MA: Harvard University Press.
- Saskatchewan Curriculum. (2012a). *Grade 4 Outcomes and Indicators*. Retrieved from http://www.curriculum.gov.sk.ca/index.jsp?view=goals&lang=en&subj=en&language_arts&level=4
- Saskatchewan Curriculum. (2012b). *Grade 5 Outcomes and Indicators*. Retrieved from http://www.curriculum.gov.sk.ca/index.jsp?view=goals&lang=en&subj=en&language_arts&level=5
- Schwab, J. J. (1978). *Science, curriculum, and liberal education*. Chicago, IL: University of Chicago Press.
- Schwab, J. (1983). The practical 4: Something for curriculum professors to do. *Curriculum Inquiry*, 13(3), 239-265.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York, NY: Teachers College Press.

Young, M. I. (2005). *Pimatisiwin: Walking in a good way: A narrative inquiry into language as identity*. Winnipeg, MB: Pemmican.

Appendix A Questionnaire Related to the Application of the Interest Inventory

Interest Inventory Debriefing Form

Thank you for your responses related to this course-based undergraduate research project. The Research Mentor for this class, XXX, will be collecting your responses and compiling the results for the instructor, to share with her after the final marks for this class have been submitted in December.

- 1) What purpose (if any) did the interest inventory serve regarding your work with students at XXX School?
- 2) What questions (if any) did you add to the original inventory and why?
- 3) What questions (if any) did you remove from the original inventory and why?
- 4) Are there other questions you would add or remove from the inventory if you were to do this assignment again?
- 5) What decisions (if any) did you make regarding your lessons with the XXX students based on their responses for the inventory?
- 6) What advice (if any) do you have for teachers regarding the use of inventories such as the one you explored?
- 7) Your instructor presented you with an inventory on the first day of this course. Have you seen any connections between her work with you in this class and your responses on the inventory? If so, what?
- 8) What did you like about using the interest inventory with the XXX students, if anything?
- 9) What did you dislike about using the interest inventory with the XXX students, if anything?
- 10) As a future teacher, can you see yourself using an interest inventory? Why/why not?
- 11) Other comments:

Appendix B Interest Inventory

Name:

1. What sports do you like to play? What sports do you like to watch?
2. Do you have pets? What kinds?
3. Do you collect things? If so, what?
4. What are your hobbies? Please describe.
 - a. computer ?
 - b. arts & crafts ?
 - c. music?
 - d. repairing things?
 - e. cooking?
 - f. building things?
 - g. science/nature?
 - h. fishing/hunting?
 - i. reading?

- j. writing?
- k. other?

5. Suppose you could have a wish come true; what would you wish for?
6. What school subject have you liked the best?
7. What school subject have you liked the least?
8. What is the best book you've read? What did you like about it?
9. Do you enjoy reading?
10. Do you prefer to listen to stories/books or read them independently?
11. Do you prefer to read handheld books or read online?
12. Do you remember enjoying being read to? By whom?
13. Outside of school related reading, how much time each day do you read?
14. Do you prefer to read for enjoyment or for information?
15. Does anyone in your family read for fun? Who?
16. Has anyone in your family encouraged you to read at home?
17. What are the names of some books you have been reading lately?
18. Do you have a public library card?
19. About how many books do you have of your own?
20. How many books have you borrowed from friends, or had friends recommend, during the last month? Give some titles if you can.
21. How many books have you loaned or recommended to friends during the last month? Give some titles if you can.
22. About how many books do you have in your home? Can you give the titles of some?
23. What kinds of reading do you enjoy most (Mark the ones you like with an X)?
 - a. History?
 - b. Travel?
 - c. Plays?
 - d. Essays?
 - e. Adventure?
 - f. Fantasy
 - g. Science?
 - h. Poetry?
 - i. Novels?
 - j. Detective Stories?
 - k. Fairy Tales?
 - l. Mystery Stories?
 - m. Biography?
 - n. Romance?
 - o. Music?
 - p. Graphic Novels?
 - q. Comics?
 - r. Cartoons?
 - s. Email novels?

- t. Newspapers? _____
- u. Magazines? _____
- v. Other? _____

24. Name some movies you last saw.

25. Name some other cities you have visited (or countries).

26. What kind of work are you interested in doing when you finish school? (For Teacher Candidates: what are you hoping for in terms of subject areas/grades?)

Shayna Thomas is a Saulteaux educator from the Kinistin First Nation who currently teaches Kindergarten in Saskatoon, Saskatchewan. Her Indigenous worldview and love for all cultures is shared through her teachings.

Adapted from J. D. Cooper (1972). *Decision Making for the Diagnostic Teacher*. New York: Holt, Rinehart and Winston.

Bev Brenna is a professor in Curriculum, College of Education, University of Saskatchewan with areas of specialization that include literacy, Canadian children's literature, and special education; her young adult fiction novel *The White Bicycle* was shortlisted for a 2013 Governor General's Award.

John-Etienne Myburgh is a graduate student in Educational Psychology and Special Education, College of Education, University of Saskatchewan. His research interests include early literacy intervention, specific learning disabilities, and cyberbullying.

Shannon Aubichon is currently completing her B.Ed. in the Saskatchewan Urban Native Teacher Education Program, College of Education, University of Saskatchewan.

Alexandra Baker is currently finishing both a B.Ed. as well as a B.A. in Psychology at the University of Saskatchewan.

Raelyn Fee is in her fourth year of the Saskatchewan Urban Native Teacher Education Program (SUNTEP's) B.Ed. program, College of Education, University of Saskatchewan where she is specializing in Native Studies and English.

Shania Hounsell is currently completing her fourth year of a B.Ed through the Saskatchewan Urban Native Teacher Education Program in the College of Education at the University of Saskatchewan.

Leslie Kennedy graduated from the ITEP program with a B.Ed through the College of Education at the U of S. Leslie is currently teaching Grade 6 at Canoe Lake School in Saskatchewan.

Santana Kennedy is in the Saskatchewan Urban Native Teacher Education Program (SUNTEP's) B.Ed. program, College of Education, University of Saskatchewan.

Jessie Pilon is in the Saskatchewan Urban Native Teacher Education Program (SUNTEP's) B.Ed. program, College of Education, University of Saskatchewan where she is specializing in Native Studies and English.