

A MULTIPLE CASE STUDY ON FIFTH-GRADE TEACHERS' PERCEPTIONS OF
SCRIPTED READING PROGRAMS' IMPACT ON READING COMPREHENSION

by

Antonio Tyrone Hairston

Liberty University

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree Doctorate of Education

Liberty University

2019

A MULTIPLE CASE STUDY ON FIFTH GRADE TEACHERS' PERCEPTIONS OF
SCRIPTED READING PROGRAMS' IMPACT ON READING COMPREHENSION

by Antonio Tyrone Hairston

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

Liberty University, Lynchburg, VA

2019

APPROVED BY:

Casey Reason, Ed.D., Committee Chair

Donna Jones, Ed.D., Committee Member

Worth Bradley Ph.D., Committee Member

ABSTRACT

The purpose of this multiple case study was to examine fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perceptions might influence implementation at eight elementary schools in only one school district in Virginia. The theoretical framework of this study was adapted from Lave's (1991) situated learning theory grounded in constructivism. According to Lave, situated learning should occur in an environment where the instructor provides a learning situation that embodies problem-centered activities that support knowledge. The study assessed how perceptions of a commercial scripted reading program impacts student comprehension for fifth-grade Read 180 elementary teachers and school principals. Data was collected using video observations, interviews, and surveys. The data was analyzed using cross-case synthesis to identify five themes in relation to the research questions (Yin, 2014). The five themes included additional resources, script adherence, results from data, acceptance of implementation, and training. The results of the study revealed that Read 180 teachers used a scripted curriculum as a framework for scripted instruction to a certain degree of fidelity based on their acceptance. Some teachers used supplemental materials to enhance their instruction in an effort to experience desired results that aligned with local, state, and federal mandates.

Keywords: Read 180, teacher perceptions

Dedication

First and foremost, I would like to thank God for giving me another chance at life. I was in a major car accident 18 years ago and the doctors gave up and said there was nothing else they could do. Despite of the bad prognosis, God spared my life and I was off to a long road of recovery. After six months in a coma, I could not walk or talk, and I was in a wheelchair for two years. I basically gave up on life and felt that life was over. Through the help of God and my wife, who was my girlfriend during this time, I continued to fight hard to regain my health and strength. I pressed tirelessly until I was able to finish my master's degree and then on to Liberty University to obtain my Educational Specialist degree in Educational Leadership with an endorsement in Administration and Supervision. This dissertation was made possible through many prayers and support.

I would also like to thank my family because they never gave up on me and they pushed me when I wanted to give up. There were times when I had to work on my dissertation and sacrifice quality family time to complete research, write, and read articles. My father and mother made financial sacrifices and promised me that I would finish this dissertation at all costs. If it were not for a supportive family, I would have stopped early in this process.

Last, I would like to dedicate this dissertation to my uncle, who was also my pastor at church. My pastor died after a battle with lung cancer, but he never stopped believing in me and he told me I could do anything through Christ who provides my strength. I thank God for his love and his biblical teachings that have inspired me to continue his legacy in the ministry of God. Truly, these individuals have played a significant role in finishing this dissertation.

Table of Contents

ABSTRACT	3
Dedication	4
List of Tables	10
List of Abbreviations	11
CHAPTER ONE: INTRODUCTION.....	12
Overview.....	12
Background.....	12
Situation to Self.....	17
Problem Statement	18
Purpose Statement.....	19
Significance of the Study	20
Research Questions.....	21
Definitions.....	23
Summary.....	24
CHAPTER TWO: LITERATURE REVIEW.....	25
Overview.....	25
Theoretical Framework.....	25
Sociocultural Learning Theory	26
Situated Learning Theory	26
Related Literature.....	28
History of Literacy	28
National Reading Panel.....	32
Requirements of Effective Reading Programs.....	32

Phonemic Awareness	34
Fluency.....	35
Comprehension	37
Components of Reading Comprehension	38
Strategies for Teaching Reading.....	39
Applying Strategies and Skills to Meaningful Text.....	43
Monitoring Student Performance.....	44
Teaching Various Reading Levels	44
Importance of Reading.....	45
Literacy and Technology	46
The Importance of Reading Intervention	47
Scripted Curriculums	47
Teacher Perception.....	48
Implementation Fidelity	50
Components of Read 180.....	51
Whole Group Instruction	53
Small Group Instruction.....	54
Independent Reading	54
Computer-Based Instruction.....	55
Support of Read 180	55
Summary.....	56
CHAPTER THREE: METHODS	58
Overview.....	58

Design	58
Research Questions	59
Setting	60
Participants	61
Procedures	61
The Researcher's Role	62
Data Collection	63
Video Observations	64
Teacher Interviews	65
Surveys	67
Data Analysis	71
Trustworthiness	72
Dependability	72
Confirmability	72
Credibility	72
Transferability	73
Ethical Considerations	73
Summary	74
CHAPTER FOUR: FINDINGS	75
Overview	75
Participants	75
Nancy and Mary	75
Sarah and Luke	76

Becky and Gloria	77
April and Kelly	78
Amanda and Janet	79
Robin and Lisa	80
Nicole and Amy	80
Jordan and Lauren	81
Results	82
Theme Development	82
Answers to Research Questions	87
Summary	113
CHAPTER FIVE: CONCLUSION	115
Overview	115
Summary of Findings	115
Research Question One	116
Research Question Two	116
Research Question Three	117
Discussion	118
Empirical Research	119
Theoretical Research	121
Implications	124
Theoretical Implications	124
Empirical Implications	126
Practical Implications	127

Delimitations and Limitations.....	128
Recommendations for Future Research	129
Summary	130
REFERENCES	131
APPENDICES	153
Appendix A: Permission to Conduct Research.....	153
Appendix B: Recruitment Letter.....	154
Appendix C: Parent Consent Form	156
Appendix D: Audit Trail.....	165
Appendix E: Observational Protocol Blank Form	166
Appendix F: Interview Questions (Teachers)	167
Appendix G: Survey Questions (Teachers)	169
Appendix H: Codes and Themes	171

List of Tables

Table 1. Lexile Reading Chart	51
Table 2. Codes and Themes	83

List of Abbreviations

Adequate Yearly Progress (AYP)

Annual Measurable Objectives (AMO's)

English as a First Language (EL1)

English as a Second Language (ESL)

Institutional Review Board (IRB)

National Assessment of Educational Progress (NAEP)

National Reading Panel (NRP)

National Research Council (NRC)

No Child Left Behind (NCLB)

Read 180 Book (Rbook)

Read 180 Skills Book (Rskills)

Zone of Proximal Development (ZPD)

CHAPTER ONE: INTRODUCTION

Overview

Scripted reading programs have emerged from the background to forefront of many classrooms as a conduit for addressing reading deficiencies (Ainsworth, Ortlieb, Cheek, Pate, & Fetters, 2012). Scripted reading programs are instructional programs that have been commercially prepared and require the teacher to read from a script while delivering the lesson (Demko, 2010). In many of today's reading classrooms, teacher designed reading lessons are being replaced by scripted reading programs causing the dynamics of the classroom to shift where teachers provide less instruction and more transfer of knowledge to students in efforts to improve reading comprehension (Griffith, 2008).

Chapter One provides insight into scripted reading programs and it provides a basis for its creation. The chapter highlights important legislation that paved the road for scripted reading programs along with areas of teacher perceptions that impact reading comprehension. The organization of this chapter is as follows: (a) background, (b) situation to self, (c) problem statement, (d) purpose statement, (e) significance of study, (f) research questions, and (g) definitions.

Background

Many school districts adopted scripted reading programs, under provisions of No Child Left Behind (NCLB, 2001) to avoid being recognized as poor performing schools. NCLB has been reauthorized under new legislation and is now known as Every Student Succeeds Act (ESSA, 2015). To prevent this label, low performing schools implemented scripted reading as an intervention to raise student achievement quickly in aspirations of finding a solution that was based on research findings (U.S. Department of Education, 2009). Although many states have

obtained waivers from NCLB provisions, scripted reading programs still exist in many school districts to address the growing number of struggling readers.

Scholastic Read 180 is a perfectly aligned example of a commonly used scripted reading program. Scholastic Read 180 focuses on several aspects of comprehension such as sequence of events, story elements, cause and effect, main idea and inferences (Scholastic, 2014). According to Joseph and Schisler (2009), Read 180 is well designed to facilitate learning with components such as structured and scaffolded instruction, high interest materials, extensive visual support, and small-group and computer-based instruction. Read 180 also utilizes explicit instruction to focus students' attention on specific learning comprehension strategies and guides them in applying those strategies to improve comprehension, draw inferences, and engage in higher order thinking (Fisher & Frey, 2008).

The scripted reading program is designed as a 90 – minute block five days a week and begins with 20 minutes of whole group instruction. To enhance the effectiveness of learning to read, Read 180 transitions students into small groups where they rotate through three 20 – minute stations (small group instruction, independent reading, and computer instruction). The rotation allows students to establish critical skills in vocabulary, comprehension, and fluency skills by infusing technology into the dynamics of learning (Scholastic, 2014). Once the rotations are completed, the whole class gathers together for a 10 – minute closure session to promote comprehension of the areas learned. The selected school district has elected to divide each 90 – minute block where instruction consist of two 45 – minute blocks. The purpose of this is to allow students to have more time in language arts class and to use Read 180 as a supportive intervention.

Teachers' perceptions of these areas of comprehension as they relate to the scripted Read 180 program could affect their efficacy in the implementation of the program and their approach to instruction. The perceptions teachers hold about their personal capabilities is directly related to student learning and correlates with student factors such as achievement (Caprara, Barbaranelli, Steca, & Malone, 2006) as well as teacher factors like job commitment and job satisfaction (Caprara, Barbaranelli, Borgogni, & Steca, 2003). The implementation of a new program is also associated with various levels of stress, which impacts perceptions and approaches to instruction. Job satisfaction through teachers' perceptions is associated with higher levels of job performance (Judge, Thoresen, Bono, & Patton, 2001). Teachers' perceptions of expected outcomes in relation to actual results could alter the way a program is presented and nurtured in delivery if the results are not desirable. According to (Cockburn & Haydn, 2004), job satisfaction is gained from the interaction of daily classroom activities such as working with children, seeing students make progress, working with colleagues, and the overall school climate. Thus, teachers who lack this level of satisfaction will develop a poor perception of their job and will ultimately lead to lower commitment and greater risk for leaving the profession (Evans, 2001). Therefore, results from this study offered meaningful insight on teachers' perceptions and offered potential solutions to address school improvement initiatives to improve reading comprehension.

An influential component of a scripted reading program is the implementation of the program by the teacher. The perception of professional practice along with the acceptance of implementation is vital in determining the success of the program (Pressley & Allington, 2014). Teachers' perceptions should provide a sense of purpose and mission to the development of learning by delivering universal values (Bentea, 2012). According to Betoret (2006), perception

can be noted as the process of recognizing a sensory experience as it relates to environmental stimuli and actions in response to the stimuli. Thus, teachers' perceptions of specific efficacy in implementation involve perceived responses to information and their beliefs about their capabilities to execute a particular course of action appropriately (Bandura, 1997). Teachers' perceptions of professional practice are also vital to program implementation. Research revealed that teachers' beliefs influence their teaching behaviors (Skaalvik & Skaalvik, 2007). This research also coincides with professional performance. Teachers with low beliefs experience more difficulties in teaching jobs associated with high level of stress and lower levels of job satisfaction (Klassen, 2009).

The NCLB and the Reading First initiative have caused many schools to enhance reading instruction for all students in elementary, middle, and high school by using reading programs that are based on scientific research-based reading. These federal initiatives have caused school districts to find meaningful interventions to address this reading mandate and many school districts have favored commercial scripted reading programs. Scripted reading programs are not new; however, they have emerged to the forefront due to many school districts searching for ways to improve reading deficiencies (Duncans-Owens, 2009).

There are many scripted reading intervention programs available that are designed to address the issue of struggling readers. Some marquee reading programs designed to address struggling readers consist of: (a) Read 180, (b) Read Well, (c) DISTAR, (d) Success for All; (e) Open Court, (f) Peer Assisted Learning Strategies (PALS), and (g) Reading Discovery (Slavin, Cheung, Groff, & Lake, 2008). These scripted reading programs are considered viable options for schools to select from based on specific needs of implementation.

Scholastic Read 180 is the program of reference for this study where the role of professional practice was assessed in the area of perception. Read 180 is designed to provide miscellany in student reading through differentiated instruction of reading comprehension. According to a systematic review of research by Slavin et al. (2008), Read180 has positive effects on comprehension and basic literacy achievement for adolescent learners based on adherence to the logic model.

The Read 180 logic model is designed to address a variety of reading areas by providing differentiated instruction in each of the components of reading: (a) fluency, (b) vocabulary (c), phonemic and phonological awareness, and (d) reading comprehension (Kim, Capotosto, Hartry, & Fitzgerald, 2011). The effectiveness of these components is highly dependent on teacher fidelity in implementation. The logic model provides meaningful insight for comprehending the program theory and situations where Read 180 intervention is likely to improve reading comprehension (Rossi, Lipsey, & Freeman, 2004). Reinforcement with 20 minutes of individualized computer-assisted adapted instruction provides students with opportunities to develop the critical reading components of decoding, fluency, vocabulary, and comprehension skills (National Institute of Child Health and Human Development, 2000) needed to make educational gains.

Scholastic (2011) Read 180 is a scripted scientific researched-based program that has emerged as a program of choice for the selected school district in this study. Hundreds of studies, peer-reviewed journals, and the federal government's U.S. Department of Education have all documented its effectiveness on student reading achievement across various grade levels and student populations (U.S. Department of Education, 2009). Most of the research on Read 180 has been conducted by Scholastic; however, there are some independent studies that have

been conducted by other researchers not affiliated with Scholastic (Haslam, White, & Klinge, 2006; Thomas, 2003; White, Haslam, & Hewes, 2006; White, Williams, & Haslem, 2005; Woods, 2007). These studies are primarily quantitative in nature and focus on achievement as a measuring tool of success. There have also been a variety of quantitative and qualitative studies that have examined teacher perceptions of scripted curriculums (Ainsworth et al., 2012).

The goal of the Read 180 program is to address gaps in students' reading skills using a computer program, literature, and direct instruction in reading skills (U.S. Department of Education, 2009). Teachers have an important role in providing instruction that is aligned with the script provided by Read 180. The Read 180 program involves teacher-directed lessons, computer-assisted instruction, and a reading library (Scholastic, 2011); therefore, implementation fidelity is imperative. These reading principles are coupled with essential reading, writing, spelling and grammar to promote grade level reading for students who are reading two or more years below grade-level. The eight selected elementary schools in this study have adopted Read 180 as a reading intervention to address readers in the fifth grade who are reading below grade level as identified by the Lexile range of 830 to 1010 (Scholastic, 2014). Struggling readers are classified as readers who are reading below grade level based on their Lexile score (Scholastic, 2011). This qualitative multiple case study explored fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools.

Situation to Self

While teaching high school special education students for eight years, I have always had a passion to help students excel in learning. During my journey teaching, I encountered many students who could not read on grade level and struggled with basic reading texts. I was shocked

to find that a lot of these students in general education classes were not identified with an identified disability. When I became an administrator and curriculum director, I immediately knew that I would hold my teachers and students to a high degree of accountability for learning in the area of reading. I believe that reading instruction is something that must start in elementary school and should consistently progress to middle and high school. I realize that some teachers are not adequately trained to address reading deficiencies and many schools have added reading specialists along with reading intervention programs to address the issue of struggling readers. I also realize that many adopted reading curriculums consist of a script that must be followed in order to ensure that students gain exposure to the reading programs as prescribed.

The purpose of this qualitative multiple case study was to explore fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools. Thus, an epistemological philosophical assumption was used for this study. An exploratory constructivist approach (Lincoln & Guba, 1985) was used to align this multiple case study design. This design, where each Read 180 teacher was considered a bounded unit of analysis and the case, provided an understanding of fifth-grade READ 180 teachers' perceptions of influential implementation.

Problem Statement

Scripted reading programs have changed the way teachers teach reading and do not allow teachers to deviate from the intended use of the scripted program. According to Garan (2004), scripted reading programs tend to relegate teachers by diminishing their decisions on how to teach reading. As a result of this, many teachers do not enhance lessons to increase certain mastery skills before allowing students to proceed to the next lesson. According to the National

Assessment of Educational Progress Reading Test (NAEP; 2015), in a class of 20 students, few if any teachers can find even five minutes of time in a day to devote to reading with each student. This marginalization causes teachers to become alienated from reading instruction and guides reading instruction towards merely the application of commercial reading materials (Shannon, 2005). Teacher perceptions of scripted reading programs are significant to implementation fidelity because teachers will continue to follow program directives despite the lack of results due to administrative and district mandates. Therefore, this research explored fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools.

Purpose Statement

The purpose of this qualitative multiple case study was to explore fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools. Teachers are selected to teach the scripted reading program and are not allowed to make decisions on how they teach (Garan, 2004). Teachers also have a designated script that must be used in order to experience the full benefits of the selected program. This form of teaching requires teachers to have implementation fidelity to use the intervention program as it was intended (Duncan-Owens, 2009).

The overall goal of the scripted program is to address the needs of struggling readers who are reading below grade level (Jenkins & Terjeson, 2011). Students who struggle with reading are defined as readers who are reading below grade level based on the range of their Lexile score (Melekoglu, 2011). The Lexile determinant constitutes placement in the program, and it also determines whether students can exit when reading proficiency is achieved. Thus, Read 180

teachers are required to follow a script in aspirations of improving Lexile scores and have an instrumental role in the success of the program.

The primary theory guiding this study is Lave's (1991) situated learning theory grounded in constructivism. Lave's theory was selected to examine teachers' perceptions of Read 180 and their beliefs about his or her own capabilities and characteristics that influence his or her behavior. According to Lave, situated learning should occur in an environment where the instructor provides a learning situation that embodies problem-centered activities that support knowledge. The fidelity of implementation of script adherence determines how much support a learner will need based on knowledge acquired.

Significance of the Study

Reading programs have emerged to address reading deficiencies in education (Dresser, 2012). According to Neugebauer (2013), reading programs were once viewed as a form of remedial reading or special education but now has become more common to address state and federal mandates (p. 154). The significance of this study hinged on the premise of the overall acceptance of reading programs by teachers and how it impacted their professional practice in teaching reading comprehension through scripted reading intervention. Research regarding education initiatives frequently disregards implementation fidelity and certain components of fidelity rarely correlate to outcomes in educational intervention research (O'Donnell, 2008). Therefore, the purpose of this qualitative multiple case study was to explore fifth grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools. The results of this study have the possibility to (a) explain how scripted reading programs impact teachers' perceptions, (b) determine the level of implementation fidelity that teachers' use in following a script, and (c)

improve the delivery of the program by understanding the level of influence by teachers. More importantly, this study can be beneficial in scholarly literature to enhance the body of research on teacher perceptions of scripted reading programs.

Research Questions

The purpose of this qualitative multiple case study was to explore fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools. The following questions guided this study:

1. How does teacher acceptance of following a scripted reading program affect implementation of the program?

It was important to know if teachers truly were vested in being a Read 180 teacher or whether they were placed in the position for the sake of having a job due to other employment circumstances, like Reduction in Force (RIF). Research has proven that successful teachers not only teach well, but they are able to create conducive learning environments based on their job satisfaction (Moe, Pazzaglia, & Ronconi, 2010). If teachers are not satisfied with their jobs, their work reflects low commitment and a greater risk of leaving the profession. According to Graves (2001), teacher's energy is drained the most when professional options are reduced, or when decisions are prescribed, and teachers are only allowed to react to lessons instead of shaping them. Additionally, acceptance of a scripted reading program and implementation are vital components of success. Research has asserted that fidelity of implementation of a curriculum is imperative in teaching the lessons in the format in which they were designed (Santoro, 2016). If script adherence is not followed, it could have an influential impact on designed outcomes.

2. What are the teachers' perceptions of a commercial scripted reading program on student comprehension?

It is vital that teachers properly assess comprehension to provide a solid platform for building and supporting learned reading skills. According to Lakshmi (2010), people who struggle with comprehension read words, and sentences at age appropriate levels, but have serious difficulty understanding what they have read. In the fifth grade, teachers should move past the content approach of encouraging students to focus on text ideas to build a mental representation without specific mental procedures and employ an approach where mental processes are directly targeted (Andreassen & Braten, 2011). Teachers need flexibility in instructional delivery to make individualized decisions for students. Teachers' self-efficacy is based on they perceive their level of empowerment (Griffin, 2008). Therefore, when teachers believe they can positively impact student achievement and outcomes, their self-efficacy improves. This is needed in order to promote learning that is hinged on the premise of improving comprehension.

3. What are the teachers' perceptions of professional development training of implementing commercial scripted reading programs?

Teachers' role of perception regarding professional practice is important in the implementation fidelity of a scripted reading program. Perceptions of professional performance directly coincide with how students interact with the scripted intervention. Marzano (2007) posited that effective teachers make a significant difference in student achievement. This information was obtained during teacher interviews.

Definitions

The following list of operational terms were identified with the study. These definitions provided clarification on terms to avoid confusion on the research findings. These definitions also enabled future researchers to further the research.

1. *Read 180* – Read 180 is a reading intervention model used to improve student reading comprehension for struggling readers by merging teaching, measurement, and professional training for teachers to help improve reading success (Scholastic Inc., 2014).
2. *Perception* – Perception is the process of interpreting the messages of human senses to provide order and meaning to the environment (McClure, 1916).
3. *Scripted reading* – Scripted reading is an instructional program that has been commercially prepared and requires the teacher to read from a script while delivering the lesson (Demko, 2010).
4. *No Child Left Behind* –The No Child Left Behind Act (NCLB) is a federal law that provides money for extra educational assistance for poor children in return for improvements in their academic progress (NCLB, 2001).
5. *Every Student Succeeds Act* – The law that reauthorized NCLB that focuses on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country to promote better student outcomes (ESSA, 2015).
6. *Comprehension* – The ability to read and understand what is read (Pecjak, Podlesek, & Pirc, 2011).

7. *Lexile level* – Students reading ability based on his or her reading test score (MetaMetrics, 2012). The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials (Scholastic, 2014).

Summary

Scripted reading has changed the way traditional curriculum is delivered to students. Scripted curriculum instructional materials consist of commercially package materials that require teacher to utilize systematic skills for delivering instruction to students. To ascertain benefits from the program's intended use, teachers must commit to a level of implementation fidelity that focuses on desired outcomes. Lave's (1991) situated learning theory examined teachers' perceptions of Read 180 and how behavior influenced script adherence and instructional delivery.

CHAPTER TWO: LITERATURE REVIEW

Overview

Reading proficiency is a major concern for many school districts and educators. Due to provisions of (NCLB) and the Reading First Initiative, many school districts consistently looked for ways to address the critical components of learning to read. Research revealed that there is an epidemic of struggling readers in schools across America (Slavin, Lake, Davis, & Madden, 2011). To close the achievement gap and promote successful reading, educational leaders have considered reading intervention programs to help improve student achievement (National Assessment Governing Board, 2013). The National Center for Education Statistics (2005) asserted that over one third of fourth graders and one fourth of eighth graders cannot read at a basic level. Although many states are acquiring waivers for provisions of NCLB, there is still a great need for research-based reading interventions to address reading deficiencies (Riddle, 2012).

Chapter Two provides an understanding of some scripted reading programs and underlying principles of its foundation. The organization of this chapter is as follows: (a) the theoretical framework that guided this study, (b) review of the literature, (c) components of reading comprehension, (d) teaching various reading levels, (e) components of Read 180, and a (f) summary.

Theoretical Framework

The Read 180 scripted reading program is based on the comprehensive theoretical framework of the constructivist theory (Bruner, 1966). Constructivism is posited on the premise that learners create their own understanding based on interactions and the context of the interaction (Bruner, 1966). Read 180 is framed around principles of the situated learning theory

based on process and contextual learning (Lave, 1991). In situated learning, students collaborate with one another as the teacher follows guidelines for shared understanding. Lave (1991) theorized many concepts of situated learning and is often credited with the situated cognition movement; however, Dewey (1938) and Vygotsky also contributed with similar approaches prior to Lave's contributions along with further advancement of the theory by Collins, Brown, and Duguid (1989). The theoretical framework of this study is posited around the work of Lave and the further advancement of theory.

Sociocultural Learning Theory

In a portion of Vygotsky's sociocultural learning theory, Raines (1986) discussed the zone of proximal development (ZPD) that tasks should be developed with a high level of difficulty than students could possibly handle alone, but not to the point that assistance could not be provided through peer support or teacher modeled strategies. According to Wink and Putney (2002), ZPD can be premised as a way of viewing of what children learn and how they solve problems beyond their existing development level based on guidance in the form of prompts or guiding questions from a more advanced person. The person could be a more knowledgeable student, a parent, or a teacher. Raines also asserted that cognitive growth occurs within social activity and through social interactions as children learn cognitive tools for communication (Hodson & Hodson, 1998). Thus, teachers should promote development through instruction that creates the ZPD (Hodson & Hodson, 1998; Wertsch, 2000).

Situated Learning Theory

Dewey (1938) was also a proponent of situated learning approaches through experiential education. Dewey believed that understanding is developed within a social unit. Dewey also asserted that educators must understand the nature of how humans have the experiences they do,

in order to design effective education (Dewey, 1938). Dewey believed this form of learning could be achieved through his theory of experience that hinged on the premise of continuity and interaction.

Lave (1991) asserted that learning as it normally occurs is a function of the activity, context and culture in which it is situated. Social interaction is an integral element of situated learning where learners develop a community conducive to beliefs and learning objectives to be obtained. Situated learning is a general theory of knowledge acquisition through an unintentional practice of behaviors channeled to advance learners as experts as they move from the periphery to the center of the learning community known as peripheral participation (Lave & Wenger, 1991). Situated learning has been applied in the context of technology-based learning activities for schools that focus on problem-solving skills (Cognition & Technology Group at Vanderbilt, 1993).

Brown, Collins, and Duguid (1989) advanced the development of the situated learning theory with the idea of cognitive apprenticeship. Cognitive apprenticeship supports learning in an area by enabling students to obtain and nurture cognitive tools in genuine domain activity (Brown et al., 1989). Brown et al. asserted that learning should embody active perception over concepts and representation. Thus, it is the responsibility of the teacher to identify ways in which cognitive apprenticeship can work in their realm of teaching cognitive skills that promote interaction with a more experienced facilitator (Collins, Brown, & Holum, 1991).

All theorists in this study have contributed to the situated learning theory. The advancement of theory provides a wider lens of understanding on how teachers' perceptions impact overall learning outcomes of scripted reading programs. Situated learning was the

theoretical premise for this study. The related literature provides a basis for understanding the overall concept of reading from its inception.

Related Literature

Reading has evolved as an integral part of today's society. From its inception, fluent reading has offered people opportunities to develop their mind and discover new things. Fluent reading begins in the elementary years of school (Rasinski, Blachowicz, & Lems, 2012). Fluent reading is the overall goal of instruction for schools across America; however, there are many students who struggle with reading fluency. As a result of this lack of fluency, many struggling readers need interventions that are designed to improve reading fluency. Commercial scripted reading programs that focus on improving student reading provide students with an opportunity to acquire skills needed to emerge as proficient readers.

History of Literacy

The history of literacy has an extensive inception. From the 15th to the 18th century, hornbooks were used to primarily teach reading. Hornbooks consisted of a leaf of paper showing the alphabet and often the ten digits and the Lord's Prayer, mounted on a wooden tablet and protected by a thin plate of horn (Almack & Staffelbach, 1933). This time period of literacy education in the United States is also connected to the colonial times. During this time, the reading material consisted of the Bible and a few patriotic essays. The most influential textbook for reading instruction was the New England Primer, published in 1687 (Witty, 1949). Reading consisted of reading a limited text, and there was minimal consideration on the best practices to teach reading and comprehension.

During the early 1800's spellers and readers were used to teach phonetic principles using syllabary. At key points of the American Revolution, it was deemed inappropriate to use

materials printed from England. As a result of this, an American named Noah Webster believed the new nation should develop their version of spellers that consisted of uniform pronunciation and spelling (Balmuth, 1992; Monaghan, 1983). Earlier spellers focused on instruction in the areas of reading, religion, spelling, and morality; however, Webster's publications emphasized spelling, essays for reading, and grammar (Monaghan, 1983).

Due to the spread of teacher institutes, normal schools began to emerge, and Horace Mann (1865) advocated for using whole word methods for reading instruction. Horace Mann underscored that a major weakness of American education was the pointless theme of the materials (Mann, 1865). Mann along with other educators disapproved of the old spelling books and long list of word in conjunction with boring essays. Mann's approach to reading lead to a debate of the whole words approach and Edwin Leigh (1864) presented the Leigh Print, which consisted of a self-pronouncing print that allowed students to learn to read much faster than conventional reading methods (as cited in Travers & Ramsey, 1974). Advocates of the whole-words method had Leigh's approach removed from most school books and William Holmes McGuffey (1836) published a modified phonetic version of Leigh's Print. There were many literacy advocates who attempted to provide alternatives to learning how to read; however, despite many ideologies, phonics emerged as the main ingredient to learning how to read.

In 1929, Samuel Orton pioneered a study of learning disabilities where he focused mainly on reading disabilities. Orton also collaborated with Anna Gillingham where they developed the Orton-Gillingham book that was published in 1935 with an emphasis on a systematic and orderly approach of teaching letter sounds (as cited in Betts, 1937). Flesch (1955) published a book that also supported the teaching of phonics that was influential in reading and this book fueled the

debate between phonics versus whole word. Flesch's book was directed towards parents and it questioned the purpose of teachers, experts, and schools.

As time progressed, reading was placed in high regards for educational systems. In 1965, President Johnson pioneered an economic opportunity bill to tackle the war on poverty. Through this initiative, Title I funds were established to provide primary and secondary schools to support programs, instructional materials, and professional development. This federal legislation was a key focal point of establishing high standards and accountability for learning.

Accountability for learning also assessed the child's environment. Marie Clay (1966) discovered that the development of prior knowledge of literacy emerged from reading, speaking, writing, and listening from the time of birth to the initial point of reading. These pre-reading skills establish a good platform for reading and learning phonics. In 1967, Jeanne Chall released "Learning to Read: The Great Debate." This book was another element in the phonics versus whole word debate. The purpose of Chall's research was to evaluate the existing research from 1910 to 1965. Chall underscored through her research that reading is a developmental process, and phonics is a more efficient method of teaching children to read. Based on the assessment of phonics versus whole word, Chall concluded that whole word has many benefits in early reading, but in the latter years, children fall behind; therefore, both methods should be used together (Gates, 1967). Guy Bond and Robert Dykstra (1967) also provided research studies to support the use of phonics instruction. Bond and Dykstra (1967) asserted that the use of early phonics improved spelling and comprehension along with word recognition which produced a greater impact on achievement than basal programs (Robinson, 2005).

In 1969, the Nations Report Card was released through the NAEP as a means of making improvements in education where students assessed in the area of reading along with other

subjects (Lee, Grigg, & Donahue, 2007). This report card was the first of many and more reports were conducted in the 1970's and 1980's. The report provided a summary of important research and stressed direct teaching of comprehension strategies, extending writing, and using less skill sheets and workbooks (Jerrolds, 1977).

In 1996, President Clinton issued a challenge for America to read due to astounding low statistics in reading. The challenge focused on preschool through third grade students and placed key emphasis on the fact that 40% of fourth graders were reading below grade level (Clinton, 1998). This concerted effort was connected with the higher education community in an effort to improve reading with the assistance of federal funds to provide tutoring services.

NCLB was introduced and emphasized the reauthorization of elementary and secondary education. The reauthorization focused on educational reform and necessitated all students to take state assessments in compliance with the issuance of funds. The reauthorization also required all students to take the same test for the purpose of Adequate Yearly Progress (AYP) along with the requirement of highly qualified teachers (Tierney, 2000). The NCLB also promoted the Reading First initiative which allocated \$6 billion over six years to states that ensured that they would implement programs using proven methods and programs. From this initiative, scripted reading programs emerged to address reading deficiencies and expand existing reading curriculums (Griffith, 2008).

In 2009, President Obama initiated an initiative to reform state and local K-12 education to help low performing schools and placing an emphasis on Science, Technology, Engineering, and Math (STEM) along with compliance with common core standards. This educational initiative led to the development of the Common Core Standards. The Common Core Standards were designed to assess what children should know at every educational level. Although the

federal government was not involved in the design of the standards, teachers and researchers established an alliance to ensure that K-12 students and college students learn in a consistent manner where reading is a key focal point.

National Reading Panel

Over the years, reading achievement has become a major national concern. The National Reading Panel (NRP) was established to address the concerns the educational system found and to find possible strategies to improve the student reading achievement gap (NRP, 2000). In finding research-based strategies, five categories were chosen as the focus: (a) alphabets with sub categories in phonemic awareness and phonics, (b) fluency, (c) comprehension with sub categories in vocabulary and text comprehension, (d) teacher preparation in comprehension and comprehension instruction, and (e) teacher education and reading instruction and computer technology and reading instruction (NRP, 2000). The NRP (2000) found research-based evidence to support the above categories in reading instruction. The research proved that if the research topics where the focus of reading instruction that struggling readers could improve reading skills. This research also was the gateway for establishing guidelines for the establishment of NCLB 2001(U.S. Department of Education, 2015).

Requirements of Effective Reading Programs

The NRP (2000) was commissioned by Congress to study effective reading programs to help the problem of the decline of student reading achievement. The NRP completed a meta-analysis of effective reading programs and found consistent elements as part of their reading program. These components were phonemic awareness, phonics, fluency, vocabulary and comprehension (NRP, 2000). The identified areas are the reading foundation for increasing proficiency as a student progresses through school (Ellery, 2004). Early readers should receive

instruction in these areas in order to obtain reading skills that can be used to attack words as they establish a platform for reading. It was also documented from the National Research Council (NRC) that explicit instruction in phonemic awareness, phonics, fluency can assist preschool and primary grade students that require reading intervention (Denton, 2008). The NRC also designated specific areas that are imperative for reading programs to have to be considered effective: teach essential skills and strategies. The essential skills are directly taken from the NRP's components, which are stated above. Also, to provide differentiated instruction based on assessed needs, provide explicit instruction and give opportunities to apply reading and writing while monitoring progress (Denton, 2008).

Phonics. Phonics is a key element in establishing a firm foundation for reading. Phonics is the set of associations between the sounds in our language and the letters that can represent those sounds (Hornsby & Wilson, 2014). Learning phonics allows students to sound out words using word attack skills. According to Cunningham (2012), the integration of phonics is important and leads to a high success rate for students beginning to read. Therefore, it is important that students understand that there is a valuable relationship between phonemes and graphemes in relation to the letters that represent those sounds in written text as they learn phonics through systematic and synthetic approaches.

Systematic. Systematic phonics instruction is direct teaching of a set of letter-sound relationships in a clearly defined sequence (Armbruster, 2010). Systematic phonics focuses on the important sound relationships of consonants and words. It also provides students with opportunities to practice applying knowledge of specific relationships as it relates to reading and writing (Armbruster, 2010). This instruction may include reading materials that provide a vast number of words that can be decoded by using letter sound relationships. Thus, students could

gain exposure to spelling and writing words using letter-sound relationships they are currently being learned to display mastery of the skill.

Synthetic. Synthetic phonics is based on blending sounds at the phoneme level in order to read unfamiliar words. Synthetic phonics involves teaching letter sounds rapidly so students can blend letter sounds in order to read unfamiliar words and is beneficial in developing phoneme awareness (Johnston & Watson, 2014). This process allows the beginning reader to write each unfamiliar work until the letters are decoded into speech sounds. This process also allows students to ample opportunities to establish orthographic representations based on larger units that eventually promote quick access from print to meaning (Shapiro & Solity, 2015). Ultimately, synthetic phonics inspires students to start with a slow and systematic phonic decoding strategy that focuses on the development of orthographic representations to establish fluent readers. Through this process of systematic learning, students can transition from relationships of sounds and written symbols to sounds in spoken words.

Phonemic Awareness

Phonemic awareness is the ability to recognize, consider, and work single sounds in spoken language (reference). In reading preparation, students should experience how sounds in words work and should develop an understanding that words consist of speech sounds called phonemes. Thus, students who possess phonemic awareness skills are likely to have a better experience learning to read and spell versus students who have limited skills (Shankweiler & Fowler, 2004). An awareness of the sequence of speech sounds in spoken words is a requirement for properly decoding words and achieving reading acquisition. Therefore, when students can recognize, identify, categorize, blend, segment and delete letter sounds when heard then they are more likely to identify the sound a letter makes when decoding (NRP, 2000).

Effective phonemic awareness instruction is deeply rooted in a teacher who thoroughly understands reading achievement and can provide explicit and supportive reading instruction that extends beyond the scope of proficient readers to reach struggling readers. Student achievement is linked to teacher knowledge and preparation about the structure of language (Cheesman, McGuire, Shankweiler, & Coyne, 2009). Therefore, teachers must possess the necessary knowledge for fidelity of implementation to appropriately provide explicit instruction.

Fluency

Fluency is another key factor in the student's ability to comprehend successfully. Fluency is the ability of a student to comprehending successfully and it is the ability to identify words quickly while reading using appropriate sentence indicators such as pace and inflection (Hook & Jones, 2002). Reading fluency is an area of great impairment students who struggle in reading throughout elementary school (Rasinski, Homan, & Biggs, 2009). Empirical research has underscored that interventions that concentrate on improving fluency have often correlated with substantial gains in both fluency and comprehension, along with associations between the gains in each skill, for beginning readers and struggling readers through high school (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2003; National Reading Panel, 2000;). There are components of fluency instruction that correlate with comprehension: (a) word recognition, (b) prosody, and (c) automaticity.

Word recognition consists of quickly recognizing words located in text and is central. Quick word recognition is beneficial because readers must be able to assimilate information from phrasal, phonemic, semantic, and textual sources (Samuels, 2012). Beginning readers have a vital task of recognizing what sources must be utilized in order to successfully complete a passage. In order to develop fluent reading skills and accurate word recognition, reading

instruction must hinge on the premise of rapid letter recognition, phonological awareness, and orthographic knowledge which also includes morphological, syntactic, and semantic knowledge (Bashir & Hook, 2009). Learning these reading components should allow word recognition to become more automatic, which should enhance comprehension. Research has revealed that serial processing through extensive practice is needed in order to move towards autonomous word recognition skills that are possessed by fluent readers (Kuhn et al., 2006; Schwanenflugel et al., 2009). Therefore, effective instruction of word recognition should utilize the necessary skills needed to read in order to improve overall reading comprehension.

Automaticity in reading is being able to read a word without thinking about it (Kuhn, Schwanenflugel, & Meisinger, 2010). When beginning school, kindergarten students may be given a sight words list that includes common words in reading and can be discovered in just about any reading passage. The objective of the sight words is to provide automaticity in reading fluency when the identified words are encountered. Automaticity in reading is obtained when a student has extended their focus past decoding individual phonemes to minimal fluency and vocabulary knowledge emerges as an informative indicator of reading comprehension (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Therefore, fluency is a conduit for comprehension, and automaticity of decoding in conjunction with fluency comes with repetition for all readers.

Prosody is another component of fluency and reflects the way in which words are read. Prosody refers to reading with expression and it is sometimes referred to as the melodic element in reading due to the use of expression, cues, and timing. Research has indicated a correlation between prosody and comprehension for third and fourth grade students (Miller & Schwanenflugel, 2006; Whalley & Hansen, 2006). This correlation also coincides with the

impact on readers' engagement and motivation to read as they progress from grade to grade (Morrow & Asbury, 2003). Prosody and automaticity work in conjunction with each other and is only achieved through wide and deep reading. Thus, prosody is very important in fluency and it allows the reader to infer information that is not directly stated in the text.

Comprehension

Comprehension is the ultimate goal of any reading experience. If a student can read phonetically but cannot understand what was read, then reading the information emerged as a key ingredient in a functional reading recipe. A diverse reading program must address the needs of each struggling reader whether it consist of phonics, comprehension, or fluency. According to the Reading Next Report, many students struggle with comprehension (Biancarosa & Snow, 2004). Researchers have proven that elementary school teachers in America still seem unsure about how to teach reading comprehension and often test versus teaching reading comprehension by focusing on asking students questions about text after reading (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Pearson, 2009).

According to Lakshmi (2010), people who struggle with comprehension read words, and sentences at age appropriate levels, but have serious difficulty understanding what they have read. In the fifth grade, teachers should move past the content approach of encouraging students to focus on text ideas to build a mental representation without specific mental procedures and employ an approach where mental processes are directly targeted (Andreassen & Braten, 2011). Thus, instruction in comprehension requires teachers to discover ways to activate mental relationships with the text. Teachers must realize that reading comprehension takes time to develop, and it is difficult to validate reading comprehension impairments before students are able to read with sufficient accuracy and fluency (Nation, Cocksey, Taylor, & Bishop, 2010).

Read 180 is hinged on the premise of improving reading comprehension through scripted instruction.

Components of Reading Comprehension

Comprehension is one of the most important parts of reading. Comprehending text is imperative in understanding what one has read. If students read without comprehending, they do not retain information that is needed to succeed in core subject areas or for enjoyment (Pecjak et al., 2011). Some important factors that influence comprehension are prior subject knowledge, reader engagement and knowledge of vocabulary.

Prior Knowledge. Prior knowledge of a subject assists with comprehension because students are aware of the basic concepts of the text. Research reveals that the effects of prior knowledge on comprehension are so vast that many researchers have supported incorporating prior knowledge assessments in comprehension components (Johnston, 1984; Pearson & Hamm, 2005), and Hirsch (2006) created a reading framework that aims to enhance comprehension scores by creating a common core of knowledge for all students. In relation, the schema theory suggests that if readers know more about a topic then it provides for more critical thinking and builds a framework for understanding (An, 2013). Thus, content area knowledge is impacted due to the lack of a student's prior knowledge of the content.

Student Engagement. Student engagement in reading is a major part of comprehension. If readers are not engaged then, they may lack the motivation to comprehend the text. Therefore, it is imperative that when teaching struggling readers to find ways to engage them. According to Gambrell (2011), in "Seven Rules of Engagement," students that enjoy reading perform better than students that are not engaged in reading. As stated in the research, "Motivating and Engaging Students in Reading," motivation to read could be derived from different sources such

as interest, dedication, and confidence (Cambria & Guthrie, 2010). Therefore, if students are interested or can read, they will in most cases read (Cambria & Guthrie, 2010).

Vocabulary. Another important component of reading comprehension according to the NRP (2000) is vocabulary. Empirical research of both English as a first language (EL1) and English as a second language (ESL) have revealed that there is correlation between vocabulary knowledge and reading comprehension (Beck, McKeown, & Kucan. 2002; Nation 2001; Stahl and Fairbanks 1986; Qian 1999; 2002). According to the Lexical Quality Hypothesis (Perfetti, 1985; 2005; 2007), proficient reading relies on superior quality lexical representations; therefore, vocabulary should be a powerful predictor of reading comprehension (Li & Kirby, 2015). When students read and understand difficult vocabulary then comprehension is going to take place because the student understands what they are reading. Students with large vocabularies have an easier time understanding new concepts than that of their counterparts (Al-Darayseh, 2014). Knowing a large amount of vocabulary words allows students to use context clues to discover unknown vocabulary while reading. Students who find vocabulary difficult usually do not attempt to read harder text, therefore they do not learn new vocabulary, which in turn hinders comprehension.

Strategies for Teaching Reading

Teachers that are involved in teaching reading use specific strategies to assist students in reaching their highest reading potential. Some of these strategies include differentiated instruction and explicit instruction. According to Pressley and Allington (2014), utilizing both instructional strategies assist students with improving their reading abilities.

Differentiated Instruction. Differentiated instruction is when teachers use data from assessments to individualize educational instruction based on each student's needs. This form of

instruction is based on the structure that all students are not on the same level and should be instructed based on where they are in the learning process of the specific standard being taught.

When teaching reading concepts, it is imperative for teachers to realize that each student is not at the same level. In one classroom, there may be several ranges of readers from to advanced, on grade-level and below-grade level. According to the NRC small group using small group instruction to small learning communities within the classroom is an effective way to differentiate instruction and meet all learners at their level of reading (Denton, 2008).

Explicit Instruction. Explicit instruction refers to the direct instruction of concepts (Archer & Hughes, 2011). Also known as direct instruction, teachers using this method give student specific reasons on why a specific skill is being introduced and the benefit of learning the concept (Orlich, Harder, Callahan, Trevisan, & Brown, 2012). Lessons are taught through modeling, while providing individual support and teacher feedback until the student masters concepts (Hughes, 2011). In reading instruction, this refers to giving students direct systematic instruction, which is within the concepts that the NRP deemed as essential in an effective reading program (Denton, 2008).

There are sixteen elements to explicit instruction, and they are as follows:

1. Focusing instruction on important content, which refers to teaching the basic skill necessary for a student to learn the content. That includes vocabulary, skills and strategies that can be used for the student to successfully master the content (Archer & Hughes, 2011).
2. Sequence skills logically by ensuring students have learned and are able to apply initial skills before building upon them. Therefore, in reading students must first learn phonemes before being able to apply phonemic awareness. Mastering a specific

- skill before moving on is imperative to this element of explicit instruction (Archer & Hughes, 2011).
3. Breakdown complex skills and strategies into small instructional units so that students are not overloaded with information which would make it difficult to process. Struggling readers already have a difficult time; therefore, to ensure that these students are not overwhelmed it is important to utilize this strategy (Archer & Hughes, 2011).
 4. Design organized and focused lessons that are on topic and focus on the skill or skills being taught (Archer & Hughes, 2011).
 5. Begin lessons with a clear statement of the lesson's goals and expectations. This element allows students to understand before the lesson begins what they will be learning and why learning it is important to them. When students know their goal then they know exactly what they know by the end of the lesson (Archer & Hughes, 2011).
 6. Review prior skills and knowledge before beginning instruction. This element is closely tied to elements four and five. Teachers should ensure that the building blocks are reviewed and mastered before introducing new topics. Once new topics are introduced it can be confusing to students if old topics are reviewed in the middle or end of the new material learned (Archer & Hughes, 2011).
 7. Provide step-by-step demonstrations which assists with understanding of specific concepts. When teaching specific comprehension skills and strategies such as sequence of events it is important to demonstrate the strategy for students. Using the

- “I do, we do, you do” method to demonstrate and provide practice for students (Archer & Hughes, 2011).
8. Use clear concise language not language that is hard for them to understand. If teachers use terminology that students are unfamiliar with then students get lost during instruction and in turn may fail to master the skill (Archer & Hughes, 2011).
 9. Provide an adequate range of examples and non-examples is simply showing students what is considered correct and examples of what is considered incorrect. This allows students to understand and apply concepts.
 10. Provide guided and supported practice ties into the seventh element which allows students to watch the teacher demonstrate the skill or strategy, then the class applies the skill with the teacher to another example and then the student is given a chance to apply the skill without assistance put with immediate teacher feedback (Archer & Hughes, 2011).
 11. Require frequent responses to assist students with staying on task and focused on the skills being taught (Archer & Hughes, 2011).
 12. Monitor student performance closely to ensure mastery of the skill. This also allows teachers to differentiate to scaffold learning according to skill level (Archer & Hughes, 2011).
 13. Provide immediate affirmation and corrective feedback to assist students that are struggling with concepts. Immediate feedback allows students to see their mistakes and correct them without completing an entire assignment incorrectly. While giving affirmation allows students that are completing a task correctly to continue on the right track without second guessing themselves (Archer & Hughes, 2011).

14. Deliver the lesson at a brisk pace allows students to stay on task and limits wasted instructional time. This also reduces student disengagement (Archer & Hughes, 2011).
15. Help student organize knowledge and understand how the building blocks of learning fit into place. When teaching skills that connect with previously taught skills show students how the skills are related and allow time for students to connect the concepts (Archer & Hughes, 2011).
16. Provide distributed and cumulative practice by giving students opportunities to practice a skill multiple times. This could be through homework and in-class practice. However, there also must be opportunities for students to practice the building blocks of the specific skill being taught together which is considered cumulative practice (Archer & Hughes, 2011).

Reading intervention programs that utilize these essential skills will be successful to struggling readers according to the NRP and the NRC (Denton, 2008).

Applying Strategies and Skills to Meaningful Text

Once students have mastered the basic reading skills it is imperative to allow students to practice those skills using while reading text and not just when identifying individual words (McNamara, 2012). When students practice what to do when they get to words they do not recognize, it makes them more accurate readers and allows them to comprehend text at higher levels. Comprehension is the primary goal of reading and therefore when all components that are suggested by the NRP and the NRC are combined then an effective reading program can be established (Denton, 2008).

Monitoring Student Performance

It is imperative to check student performance. Assessing student achievement is a major key to determine if an intervention is beneficial or if intervention is required. This also allows teachers to scaffold learning according to skill levels and strategies learned (Denton, 2008).

Teaching Various Reading Levels

In education, students are normally assigned a reading level based on an informal reading inventory or assessment of their readability of text passages. Curriculum guidelines cause teachers to expose students to difficult texts, which demands increased levels of comprehension in elementary grades. Students are expected to read and comprehend high level texts with support. For example, in the second to fourth grades students are expected to read and comprehend third and fifth grade texts (Stahl, 2012). This requires teachers to carefully construct lessons to address frustration, instructional, and independent readers.

Frustration reading level. Frustration level in reading occurs when a child is no longer able to decode, analyze, and evaluate text at a specific grade level (Stahl, 2012). The frustration level is identified when the student can no longer read the words or comprehend the message in a passage, even with a great deal of support. At this level, instruction of reading material is considered too complex to generate comprehension and may often cause the student to experience a lack of confidence. Although there is some variation in criteria, the frustration level involves reading material with less than 93% instruction, less than 90% accuracy in word recognition, and 50% comprehension (Halladay, 2012). Therefore, anything read below 90% accuracy at this level is considered a frustration level text even if the reader has excellent or satisfactory comprehension.

Instructional reading level. Instructional reading level involves administering instruction to students with materials at their identified level of difficulty. Betts (1937) asserted that a student's instructional reading level is the highest level at which they can read a text without practice with 95-98% accuracy and 75% comprehension (Stahl, 2012). At the instructional reading level, students are exposed to new vocabulary and it is where the greatest progress in reading occurs with the support of a teacher, parent, or tutor. Research has consistently demonstrated that instruction provided at a child's individual instructional level improved reading fluency (Burns, 2002; Roberts & Shapiro, 1996; Shapiro, 1992; Shapiro & Ager, 1992). Therefore, instruction at this level is imperative in promoting fluency and comprehension skills.

Independent reading level. The independent reading level is the level at which a student can read independently without assistance from others. Many studies have determined that the amount of time that reading independently increases vocabulary, comprehension and fluency (Cullinan, 2000). At this level, students can choose a text they enjoy and do not have reading restrictions. Many educators have realized the importance of independent reading and have established times mostly during English or language arts classes, where students have time to read independently. During this time, students are not required to write a report or have comprehension checks, and there is also no required test after reading. This time is known in some schools or classes as silent sustained reading.

Importance of Reading

Learning to read is very important in the early years of a child's education. According to Snow, Griffin, and Burns (2005), reading has been used many years to refer to a set of print-based decoding and thinking skills necessary to understand text. Learning to read provides each

student with the opportunity to be productive in life. The daunting task educators are faced with is finding a reading strategy that allows struggling readers the opportunity to catch up with the fundamentals they have missed. It is difficult to reach a student that has fallen behind once they have exited elementary school and entered secondary education; however, there are few resources available to target students that seem to be falling behind before third grade (Torgesen, 1998).

Literacy and Technology

In recent years, technology has been an integral part of reading instruction to get students actively engaged in the curriculum. Teaching with technology provides educators with the opportunity to better meet the needs of students while improving their motivation to participate. Technology based solutions posited on sound theoretical principles are tools that schools can use to augment traditional literacy instruction (Kennedy & Deshler, 2010). When effectively implemented, technology is both a facilitator of literacy and a medium of literacy that provides a bridge to higher reading achievement through student engagement and meaningful learning (Hammond, 2014). Studies have revealed a lack of confidence and competence among early childhood educators in relation to implementing new technologies (Burnett, 2010). Read 180 has infused technology into the curriculum as a key component of instruction.

Technology in literacy can be used, in a traditional form, to reinforce skills with students by using reading comprehension software. Technology in literacy also can be used as a tool to achieve complex assignments such as research and composing written reports through word-processing software. Educational technologies that support the development of students' reading skills include audiobooks, electronic books and online texts, electronic talking books, and

programmed reading instruction (Simpson, 2010). These areas are also components of the scripted Read 180 program.

The Importance of Reading Intervention

Reading intervention and identification is important early in a child's education. According to Gyovai, Cartledge, Kourea, Yurick, and Gibson (2009), beginner readers must have exposure to exercise fluency skills and without the existence of phonological awareness, alphabetical principle, fluency, vocabulary knowledge, and text comprehension strategies the reader will fall behind. Research has underscored that children who fall behind early in reading rarely catch up with their grade level peers (Van Kraayenoord, 2011). According to Van Kraayenoord (2011), children who fail in reading and do not improve by the end of their first-grade year are at high risk of failure in other academics throughout school. Therefore, it is imperative that reading intervention start as early as kindergarten.

Continuous reading difficulties in early education lead to reading deficiencies throughout school. Stanovich (1986) revealed the "Matthew Effect" that was based on the "rich get richer" and the "poor get poorer" phenomenon. In relation to reading, Stanovich underscored that children who acquire early literacy skills have the resources to increasingly grow in knowledge while those who lack literacy skills fall further behind. Thus, continuous reading difficulties persisting in later elementary years also result in diagnosis of a learning disability (LD) along with special education services (Cain & Oakhill, 2011).

Scripted Curriculum

Scripted reading instruction is reading instruction where the commercial reading program dictates what the teacher says during instruction and the particular lessons and the pace at which the lessons are taught (Duncan-Owens, 2009). The teacher's role is to follow the script of the

commercial program without making any changes in order to achieve the expected results of the program. Scripted curriculums are hinged on the premise of educators from 1888 and the 1960's. In 1888, Samuel and Adeline Monroe published their form of a scripted curriculum where teachers were supplied with complete scripts for teaching reading readiness, phonics and oral reading (Commeyras, 2007). In the 1960's, Siegfried Engelmann and Carl Bereiter developed a direct instruction method of teaching aimed at improving academic success in inner city youth (Cummins, 2007). These frameworks established a foundation for the advancement of scripted curriculums.

Scripted curriculums are not considered new, but they are a form of direct instruction, which was found to be an effective strategy in teaching readers who are at-risk where the researchers who write the script determines instruction and not the classroom teacher (Demko, 2010). Guidelines of NCLB's Reading First Initiative also caused many school districts to adopt scripted curriculums as a solution to meet mandated guidelines and Read 180 is an example of a scripted curriculum.

Teacher Perception

Perception is the process of interpreting the messages of human senses to provide order and meaning to the environment (McClure, 1916). Perceptions can influence organizational behavior through the perceiver's experience and motivational state. Past experiences allow individuals to develop perceptions based on established expectations that have a possibility of affecting current perceptions (Judge et al., 2001). Established expectations can cause organizational problems when perception falls within the realm of differences. Differences in perceptions could alter an individual's motivational state leading to conflict with existing duties or jobs at hand.

Teacher perception of their role and engagement in the curriculum is paramount in providing quality instruction. Schools often provide professional development and in-service training to encourage interaction with the curriculum by offering classroom improvement suggestions; however, research on professional development suggests that traditional efforts to teach innovations to teachers have little real impact on instruction (Fullan, 2001). Ascertaining ways to cultivate teachers' beliefs and perspectives should be a key focal point for school districts.

According to McKenna (2000), this practice allows teachers to develop empathy for diverse learners, a stronger commitment to their teaching profession, an increased awareness on their own practice, and a significant change in their own beliefs and perceptions. Beliefs are important to ensuring that teachers develop connections with the courses taught to their students. According to Pajares (1992), beliefs are connected to other beliefs, and it is the gateway in which information is processed. Pajares also underscored that it is unlikely for adults to change their beliefs once established, and beliefs formed influence perception, and strongly affect behavior. Thus, beliefs that are established connect to perceptions that can influence teacher behavior in their job performance in the classroom.

Perceptions of self-actualization stemming from daily work activities are associated with higher levels of job performance in the in the classroom (Klassen & Chiu, 2010). Thus, a good perception of job satisfaction allows the teacher to exhibit positive behaviors in instruction. Research has proven that successful teachers not only teach well, but they are able to create conducive learning environments based on their job satisfaction (Moe et al., 2010). If teachers are not satisfied with their jobs, their work reflects low commitment and a greater risk of leaving the profession. Teacher flexibility in instruction and the level of stress of the job has a great

impact on teachers' perceptions (Liu & Ramsey, 2008). These factors have a tremendous impact on the level of commitment and assertion by the teacher in ensuring that their job is done effectively.

Implementation Fidelity

Implementation fidelity is the degree to which an intervention or program is delivered as intended in full accordance with its published details (Carroll et al., 2007). Fidelity implemented in conjunction with an intervention affects how well it succeeds. Studies have examined the integral components of balancing teachers' program adherence and adaptations, as well as the ways in which teachers' beliefs influence their implementation of programs and reforms (Shelton, 2010). Carroll et al. posited that adherence to an intervention is vital in conjunction with content, frequency, duration and coverage. These critical areas have a direct correlation on the degree in which the intended content of an intervention is effectively implemented. Other variables may impact the level of achievement and responsiveness from students, which likely will affect proper implementation.

Teacher adherence to program implementation fidelity is important to its success and outcomes. The fidelity to the program can serve as a measuring tool or whether the intervention is effective or not. This is valuably important to program assessment and continuance of an intervention. If student outcomes do not improve after participation in the intervention program, it is the result of two things: (a) the intervention was not followed as the developer prescriber, or (b) the designed intervention is not operative (Benner, Nelson, Stage, & Ralston, 2010). The application of the intervention as designed in accordance with evidence-based practices implemented with high fidelity will result in improved outcomes, where low fidelity will lead to poorer outcomes (Cantrell, Almasi, Carter, & Rintamaa, 2013).

The purpose of identifying fidelity in school-based implementation involves documenting quality of instruction, identifying professional development needs, and sustaining effective practices related to improved student outcomes (Harn, Parisi, & Stoolmiller, 2013). Teachers' opinions and instructional philosophies are related to moderate fidelity levels and student outcomes. Thus, if teachers' instructional philosophy correlates with their instructional approach of intervention, teachers will implement the intervention with higher fidelity than teachers where a match does not exist (Durlak, 2010).

Components of Read 180

Read 180 is a scripted reading intervention program adopted by Scholastic Inc. It was originally designed by Dr. Ted Hasselbring at Vanderbilt University and launched in 1999 (Scholastic, 2011). The program's main purpose is to raise reading achievement for fourth through 12th grade students with a focus on reading comprehension (Scholastic, 2014). Before students are placed into the Read180 program, they are given the Scholastic Reading Inventory (SRI). The SRI test consists of several passages that have been assigned a Lexile score. A Lexile is a score that determines the readability of a text, and each student is assigned a Lexile score based on information in Table 1 (The Lexile Framework for Readers, 2015).

Table 1

Lexile Reading Chart

Lexile Text Ranges Guide for Reading				
Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 275	276 and Above
1	BR	0 to 189	190 to 530	531 and Above
2	BR to 219	220 to 419	420 to 650	651 and Above
3	BR to 329	330 to 519	520 to 820	821 and Above

Lexile Text Ranges Guide for Reading

Grade	Below Basic	Basic	Proficient	Advanced
4	BR to 539	540 to 739	740 to 940	941 and Above
5	BR to 619	620 to 829	830 to 1010	1011 and Above
6	BR to 729	730 to 924	925 to 1070	1071 and Above
7	BR to 769	770 to 969	970 to 1120	1121 and Above
8	BR to 789	790 to 1009	1010 to 1185	1186 and Above
9	BR to 849	850 to 1049	1050 to 1260	1261 and Above
10	BR to 889	890 to 1079	1080 to 1335	1336 and Above
11/12	BR to 984	985 to 1184	1185 to 1385	1386 and Above

Growth in literacy is an integral component of any reading intervention program. In the scripted Read 180 program, student progress is measured by the Reading Inventory (RI). The RI is designed to evaluate reading comprehension (Scholastic, 2011). Scholastic has designed the RI to be administered at the beginning, middle and end of the school year to provide progress data. The RI is reported using Lexiles and this information is used in comparison with expected Lexile gains in collaboration with each grade level's average pretest Lexile score (Scholastic, 2011). Therefore, these areas must effectively be addressed in order to explore struggles in reading motivation and growth to increase reading proficiency as general education students participate in the Read 180 program.

If the Lexile is higher, the passage will have more advanced vocabulary. Students independently read the passage and answer comprehension and vocabulary questions, which are given, using the cloze approach, based on the passage and their Lexile score is determined. The developers of Read 180 established a panel of professionals that developed grade-level cutoff scores using reader based and text-based standards from various state testing programs. If a

student does not fall within the proficient range for their grade level, then they can be placed into the Read 180 program. The RI test has no set amount of questions and is designed to take 25-30 minutes for students to complete. After students complete the RI, and it is determined that they are below grade level reading, then they can be enrolled in the Read 180 program (Hasselbring, Kinsella, & Feldman, 2010).

The Read 180 model consists of four twenty-minute rotations. This reading model encompasses whole group, small group, independent reading, instructional software and a 10-minute wrap up. There is also an adapted version of the model, which allows schools that have 45-minute periods to complete the 90-minute rotation within a period of two days. The adapted version has whole group instruction in one rotation followed by two rotations the following day (Hasselbring et al., 2010).

Whole Group Instruction

Whole group instruction is comprised of teacher directed instruction on a specific comprehension skill. Students are given a textbook which is referred to as an “rBook.” Within the “rBook” there are eight workshops (Hasselbring et al., 2010). Each workshop focuses on one specific comprehension skill which includes understanding story elements, main idea, summarizing, making inferences, problem and solution, comparing and contrasting, cause and effect and sequence of events (Scholastic, 2011). The story element’s section is discussed over two workshops to ensure mastery.

At the beginning of a workshop, students begin in whole group. They are introduced to a topic through a short anchor video. The video introduces each reading section while pointing out interesting details that may promote interest. The topics, along with the strategy, are constant throughout the workshop. The topics range from natural disasters to bullying. Each workshop

includes five beginning vocabulary words that are referred to as target words. The target words are defined using a teacher directed lesson to assist students along with helping use the word in a sentence as an example. Each workshop contains three nonfiction readings. The initial reading is conducted during whole group using cloze reading. Then students are asked an active reading question and another target word is defined. The teacher then asks the students a react and write question to promote thinking and writing. Students then attempt to develop a sentence starter by restating the question to develop the answer. Students are also asked to summarize what has been read to them. Once this is completed, students travel to another rotation to continue the intervention process (Hasselbring et al., 2010).

Small Group Instruction

Small group instruction is teacher directed rotation. Students are usually grouped according to their reading level. In this process, the teacher reviews the reading from whole group with students. Then the comprehension skill is taught and applied to the reading. For example, if the workshop is on cause and effect the teacher will instruct students on how to find the cause and effect of relationships in a text. After this is completed, the first reading students will look for the cause and effect relationships before proceeding to another rotation.

Independent Reading

Independent and modeled reading is an area for students to read silently. At times, the group could choose to read the same book and take turns reading quietly together. During this time, students read a book that they have chosen based on their Lexile level. Students are requested to choose books that are one hundred points below their Lexile or 50 points above their Lexile (Hasselbring et al., 2010). This method of selection allows the student the opportunity to learn new vocabulary with a book that may give them a small challenge, but not enough of a

challenge that makes them not want to read the book. This process occurs while students reading complete a graphic organizer or quickwrite on the book that they are reading. The learning modifications allow students to take short breaks from reading and examine their level of understanding of the read text. After reading the text, students take a Scholastic Reading Counts Quiz, which is a computer-based reading comprehension test. Students are given immediate feedback as to whether they have passed or failed the test, and it also allows them to review their answer choices. Then students travel to the next rotation to continue the process.

Computer-Based Instruction

Instructional software rotation is geared directly toward the student's need according to questions missed on the RI. Students are guided through five zones on the computer: (a) reading zone, (b) word zone, (c) spelling zone, (d) success zone, and (e) writing zone. These zones are designed to ensure that students are exposed to all aspects of Read 180 (Hasselbring et al., 2010). The computer-based instruction provides video segments that pertain to high-interest subject matter. Students gain exposure by completing activities that promote word study skills through comprehension, fluency, and comprehension by video content (Scholastic, 2014). The computer-based instruction provides instructional support by allowing the students to display mastery skills of comprehension and vocabulary.

Support of Read 180

Successful literacy programs should exist to address comprehension deficits. Read 180 is a technology-based program that creates an individualized reading program for students that measures their reading progress based on a student's RI assessments. Software programs serve as a good measure of teaching students to read through interaction and the integration of web-based programs allow students to build fundamental reading strategies (Glenberg, 2011). The RI

assessments are used as program supplements to provide teachers with regular feedback to guide individualized reading instruction (Educational Development Center, 2008).

From the RI assessment, each student is assigned an identified Lexile score that determines their appropriate level of text difficulty and computer-based interaction. Downing, Williams, and Holden (2009) asserted that despite of the fact that Read 180 uses Lexile measures to identify reading levels, there is a shortage of programs that teach reading comprehension and vocabulary successfully. Read 180 is a scripted program that is designed to improve overall literacy and comprehension. Research revealed that Read180 has positive effects on comprehension and overall literacy achievement for student learners (Lang et al., 2011).

Summary

Reading is a vital part of every student's education. When students fall behind, it is necessary that educators use research-based interventions to close the achievement gap. Although, there are not many programs to reach students that are missing essential skills before third grade, districts have implemented scripted reading programs such as Read 180 to assist struggling readers (Griffith, 2008). Teachers' role of perception, in relation to professional practice, is important in the implementation fidelity of a scripted reading program. Perceptions of professional performance directly coincide with how students interact with the scripted intervention. Thus, their approach and implementation fidelity of the curriculum determines whether expected outcomes are positive or negative in accordance with developer belief.

The theoretical premise for Read 180 is hinged on the comprehensive principles of Lave's (1991) situated learning theory. Lave's theory asserted that students learn from collaboration with one another as the teachers follows set guidelines for shared understanding.

Lave, along with other theorists, advanced the theory to provide a deeper understanding on how teachers' perceptions affect desired learning outcomes of commercial scripted reading programs.

Implementation fidelity and script adherence are vital in ensuring that some components of reading are addressed according to guidelines of the NRP (2000). According to the NRP, phonemic awareness, phonics, fluency, vocabulary and comprehension are necessary in order to develop a total reading experience. Read 180 is designed to address comprehension and fluency; therefore, teachers are required to adhere to a script as intended by the developer for maximum effectiveness.

CHAPTER THREE: METHODS

Overview

The purpose of this qualitative multiple case study was to explore fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools in only one school district in Virginia. This case study examined the perceptions of eight fifth-grade teachers of Read 180 and eight school principals over a 9-week period. A theoretical framework and case descriptions was used to answer the research questions that guide this study.

The procedures in this chapter consisted of obtaining Institutional Review Board (IRB) Approval to ensure that the study appropriately met the requirements needed to conduct research. The study also consisted of a 4-week pilot study to establish, test, and revise the planned research questions and procedures that guided the formal study. All procedures performed during the pilot and research study had consent forms documented for each participant. The study followed the parameters of a multiple case study approach. The case study research investigated teacher perceptions of commercial scripted reading programs within its real-life context through multiple sources of evidence.

Design

This research followed a qualitative design using a multiple case study approach. A multiple case study was selected due to its characteristics of assessment through multiple factors organized around two or more cases (Yin, 2014). The study consisted of two participants from each school and eight schools were used as cases. According to Yin (2014), case study research is designed to bring out the details from the viewpoint of the participants by using multiple sources of data. The study also consisted of different interview questions for school principals

and for the Read 180 teachers. The qualitative research design was selected because it describes teachers' reading perceptions in the natural setting of Read 180 class. Occurrences in natural settings are beneficial in obtaining valid data (Abusabha & Woelfel, 2003). Collecting data in the teachers' natural learning setting was beneficial in assessing real-life situations and obtaining knowledge of perceptions of teaching reading in a scripted Read 180 program.

Bounding the case helps to determine the scope of data collection and distinguish how data about the phenomenon will be distinguished from the context (Yin, 2014, p. 34). The cases were bounded in the area of scripted reading to understand the complexity of teacher and principal perceptions, and patterns for following commercial programs. Each case of teacher perceptions was studied individually as well as collectively to note similarities and differences through the process of collecting data from teachers and principals to achieve competency during the 9-week period. The purpose of this case study research was to investigate a phenomenon within its real-life context; when the boundaries between phenomenon and context were not clearly evident; and in which multiple sources of evidence were used (Yin, 2014).

Currently, there is little independent research on the perceptions of scripted reading programs and the relationship between an intervention and the fidelity in which it is implemented. In reviewing Read180 as a commercial scripted reading program, most of the research has been conducted, reported, and funded by Scholastic, the parent company. More specifically, multiple case study research was selected to gather an understanding on the complex issue of how teachers' perceptions are defined in the context of real-life applications to clarify boundaries between phenomenon and context.

Research Questions

The following questions guided this study:

1. What are the teachers' perceptions of a commercial scripted reading program on student comprehension?
2. What are the teachers' perceptions of professional practice of implementing commercial scripted reading programs?
3. How does acceptance of following a scripted reading program affect implementation of the program?

Setting

The setting for this study was eight elementary schools in Sunshine Public Schools located in Virginia. This school district was selected because it uses Read 180 as an intervention tool to address below grade level readers. Each elementary school is assigned one reading specialist. Reading is a key focal point for the school district because some schools did not make Adequate Yearly Progress (AYP) in 2010 or 2011 now known as Annual Measurable Objectives (AMOs); therefore, the reading initiative has been continued throughout the Sunshine Public Schools a way of improving literacy. The school district is located in an area with one the highest unemployment rates in the state of Virginia. Many industries have closed or relocated, and new companies are reluctant to bring new business based on the overall skill level of the community.

Teachers at these eight sites attend training conducted by a Scholastic Read 180 representative on the district level. This training is provided to prepare the teachers to facilitate the scripted reading program based on specific directives from Scholastic. Teachers are allowed to gather more insight by exploring the program on their own and in direct application with the students. An online certificate program is also available for teachers who want to expand their

knowledge base in Read 180, but it is not mandatory. Interaction with the program allows teachers to formulate their own role of perception in regards of the implementation of the script.

Participants

There was a total of eight Read 180 elementary teachers who were assigned to teach the scripted reading program and eight school principals in Sunshine Public Elementary Schools. The eight teachers selected all taught the scripted Read 180 program to students who had been deemed eligible based on their Lexile score. A Lexile score is a comprehensive range that indicates a student's reading level as determined by their Scholastic RI test score (Scholastic, 2011).

Purposive sampling is correlated with qualitative research (Palys, 2008). Stakeholder sampling was used as a form of purposive sampling in this case study. Stakeholder sampling was used to identify who the major stakeholders were in creating, implementing, receiving, and executing the program being evaluated and who could potentially be affected by it (Palys, 2008). The sample was determined by identified fifth grade Read 180 teachers assigned to teach the scripted program by the school district officials. Eight teachers were purposely selected to participate in this study and all eight teachers are the only elementary teachers of the scripted reading program in the school district along with eight principals.

Procedures

Prior to submitting my application to Liberty University's IRB, I obtained permission from the district superintendent to conduct this research study. (See Appendix A). In addition, prior to submitting my application to Liberty University's IRB, an expert review of the interview questions and surveys was conducted by my dissertation team to review the data collection tools for face and content validity. All members of my dissertation team have earned Doctorate

degrees and are well versed in the field of reading. The dissertation team have ensured that all questions on the data collection tools will yield the results needed to answer the research questions.

Once I received approval from Liberty University's IRB to conduct this research, I completed a pilot study. The pilot study consisted of four individuals who were not included as study participants during the span of four weeks. Results from the pilot study revealed that teachers have different perceptions on Read 180 as a scripted reading program based on responses to the research questions and emergent themes. Themes that emerged from the pilot study consisted of: (a) script adherence, (b) additional resources, (c) differentiation of lessons, and (d) impact on comprehension.

The findings provided relevant information to execute an actual study based on themes and research question responses. The most difficult component of executing the pilot study was getting the surveys back in a timely manner and most building principals asserted that time was a constraint for completing them. This process was adjusted in the actual study to make it more feasible for all involved by providing it at the conclusion of the interview with a specified due date.

The Researcher's Role

In this study, I will be the human instrument for primary data collection and analysis (Lincoln & Guba, 1985). My interest in this study stems from years of working in education and my countless encounters with many students who struggle with basic reading. I am interested in how teachers feel about teaching a commercial scripted program where they are prompted to follow a specific design versus being given the flexibility to teach reading based on their personal designed lesson plans. Schools in Sunshine Public Schools and surrounding districts

have attempted to address grade level reading by exploring various reading intervention programs, but some students still struggle with achieving grade level proficiency. I currently work in the field of special education at a high school within the Sunshine Public School system. The participants in this study are not in the high school setting where I work and are fifth-grade students in Sunshine Public School's elementary programs. The elementary schools are in close proximity to the researcher.

Read 180 starts in the fifth grade in the identified school district of this study. I selected to study fifth grade because children should be able to exhibit more reading fluency and should have a broader range of comprehension (Andreassen & Braten, 2011); however, there are students who still need some form of reading intervention in order to read basic text. According to McKool (2007), students establish out-of-school reading habits by the fifth grade, and these habits persist for a lifetime. Researchers have discovered that 75 % of students identified with reading problems in the third grade still struggle with reading in the ninth grade (Francis, 1996; Shaywitz et al., 1992), and students with poor word identification skills in the third grade were unlikely to significantly improve their reading skills by the end of eighth grade (Felton & Wood, 1992). I am also interested in knowing how teachers relate their perception of professional practices to following a detailed script daily. Therefore, my research will examine fifth grade Read 180 teachers' perceptions of the Read 180 program and how their perception might influence implementation at eight elementary schools.

Data Collection

Data collection was used to understand the intricacy of the cases by utilizing various forms. The data collected was beneficial in providing answers to the research questions. Data

collection was a major component of this multiple case study and consisted of: (a) video observations, (b) teacher and principal interviews, and (c) teacher and principal surveys.

Video Observations

Video observation and analysis has increased as a new data tool for researchers interested in social interaction of multi-modal character (Jewitt, 2012). This form of observation has offered intricate details for inquiry in the field of education. Video observation offers a fine lens for an in-depth study of the on-going production of situated social order (Hamilton & Corbett-Whittier, 2012). This is the approved method by the school district superintendent and parent consent forms will be provided to inform parents that student images and voices may be recorded in observance of teachers. According to Garcez, Duarte, and Eisenberg (2011), video recordings are also suitable for studying complex phenomena such as teaching practice, full of liveliness and dynamism, which is influenced by several variables simultaneously.

Each Read 180 class will be recorded for a 90-minute period. The recordings will be viewed after school for analysis. Video recording teachers will provide a different perspective angle for obtaining data. Video recording is necessary whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds (Tripp & Rich, 2012). Thus, video recordings of the Read 180 teachers will capture certain aspects, such as body, facial and verbal language used in everyday contexts (Stake, 2013), that may go unnoticed when other resources are used. I transcribed the video recordings by converting the audiovisual text into written text to analyze it according to the assumptions used in the analysis of written material. Throughout the analysis, the small fragments of video will be reorganized and codified with categories, keywords, and concepts to enable the production of reports to reflect the entire analysis. The observation protocol sample can be found in Appendix E.

Teacher Interviews

Semi-structured interviews will be used to collect data based on open-ended questions. When interviewing key persons, it is important to cater to the interviewees' schedules and availability (Yin, 2014). Interviews with teachers will be arranged based on their availability during their planning periods or after school with ample time set aside to allow participants to provide informative data without feeling rushed. All interviews will be recorded using an audio recorder and backed up on a USB storage device. To ensure accuracy of data transcription, all data will be transcribed by a colleague unrelated to the study as each interview is completed. This process will allow me to determine what has been learned and what still needs to be discovered or needs further elaboration.

The following interview questions will guide this study.

Semi-Structured Interview Open-Ended Questions (Teachers)

1. What is your perception of the Read 180 program as an intervention tool for fifth grade students?
2. What is your perception of the impact of Read 180 on student comprehension?
3. What is your perception of the outcomes using a scripted curriculum?
4. How does your acceptance of implementation impact the effectiveness of Read 180?
5. Explain how teaching from a script has affected your implementation fidelity in adhering to curriculum guidelines?
6. With the scripted reading program, how do you plan your lessons and activities?
7. What is your personal measuring tool for determining whether you are being effective in following the scripted reading program?

8. Explain what you do when you get frustrated with doing repetitive lessons for the classes you are assigned.

The purpose of the questions pertaining to perceptions is designed to determine organizational behavior through the perceiver's experience and motivational state. Questions one through three were used to examine job satisfaction as a gateway to job performance. Perceptions of self-actualization stemming from daily work activities are associated with higher levels of job performance in the in the classroom (Klassen & Chiu, 2010). Thus, a good perception of job satisfaction allows the teacher to exhibit positive behaviors in instruction. Research has proven that successful teachers not only teach well, but they are able to create conducive learning environments based on their job satisfaction (Moe et al., 2010).

Questions four and five were presented to examine implementation fidelity and how teachers adhere to directives given for a particular scripted program. Implementation fidelity is the degree to which an intervention or program is delivered as intended in full accordance with its published details (Carroll et al., 2007). Fidelity is important in determining the overall effectiveness of a program based on teacher adherence and their degree of opinion on the schematics of a program. Thus, if teachers' instructional philosophy correlates with their instructional approach of intervention, teachers will implement the intervention with higher fidelity than teachers where a match does not exist (Durlak, 2010).

Questions six through eight were designed to address scripted curriculums and teacher creativity in teaching. Scripted curriculum instruction is reading instruction where the commercial reading program dictates what the teacher says during instruction and the particular lessons and the pace at which the lessons are taught (Duncan-Owens, 2009). These questions were included to determine how teachers incorporate their own personal ideologies into a

strategically planned program. Scripted curriculums have caused teachers to develop the belief that policy makers no longer trust them to effectively do their job (Eisenbach, 2012).

Semi-Structured Interview Open-Ended Questions (Principals) (See Appendix F)

1. As a principal, what is your role in ensuring maximum effectiveness of the Read 180 program?
2. What type of training and support do you offer teachers from the administrative level?
3. How does data received from the Read 180 program support continued usage as a tool for reading intervention?
4. What instructional alternatives do you provide for teachers who do not experience student success in the Read 180 program?
5. What instructional assessment tool(s) do you use to evaluate Read 180 teachers on script adherence and implementation fidelity?
6. What is your perception of the Read 180 program as an intervention tool for fifth grade students?
7. What is your perception of the impact of Read 180 on student comprehension?
8. What is your perception of the outcomes in using Read 180?

Surveys

A survey was used as a data source. According to Yin (2014), a survey can be used to address the phenomenon and context, but it can pose a challenge in investigating the context (p. 16). I used surveys to increase the credibility of the study. Yin (2014) revealed that within case study research, investigators can collect and integrate quantitative survey data for a more holistic

understanding of the phenomenon being studied. The convergence of this data provided a greater understanding of the whole phenomenon through the use of open-ended questions.

Participants received surveys at the end of the observation cycle to gather input. I used Google Forms to send the surveys. Participants had one-week after the conclusion of their observation to complete the online survey (Appendix G).

Open – Ended Survey Questions (Teachers)

**Required Response*

1. *Describe your educational training as it relates to improving fluency and comprehension skills in fifth grade students.
2. *Describe the level of support you have received in implementing the scripted reading program from your school officials?
3. *What are your recommendations for the types of support needed to ensure proper implementation fidelity of the program?
4. *Thinking about your interaction with various student reading levels, how does Read 180 support students with below grade reading levels?
5. *What are your recommendations for improving student reading proficiency in addition to Read180?
6. *How important is script adherence in relation to program effectiveness?
7. *Based on prescribed time expectations for the facilitator, what did you experience in implementing the Read 180 program?
8. *What recommendations do you have for following prescribed time expectations to improve implementation?
9. *How many years of teaching experience do you have?

- 1 year
- 2 – 5 years
- 6 – 10 years
- 10 – 15 years
- 16 or more years

10. *How many years of teaching experience do you have implementing a scripted reading program?

The purpose of the survey questions for teachers is determine their level of evaluation regarding script adherence and implementation fidelity. These questions were designed to gather responses about scripted reading programs and their intended uses. Question one was used to gather information on what types of training teachers have in the areas of fluency and comprehension. Reading fluency has been identified as a key ingredient in operative reading instruction (NRP, 2000). Therefore, teachers must have appropriate training in reading fluency in order to promote comprehension. This is imperative in making advancements towards comprehension. Questions two and three addressed the level of support received. Support from principals and administrative staff is very important in promoting teacher efficacy. One of the most significant roles of a principal is the leadership and supervision of teaching staff (Glickman, 2002). Thus, teachers must have a level of support that allows them to be successful in producing meaningful student outcomes. Questions four and five were used to determine how Read 180 supports reading comprehension. Read 180 is designed to support teachers in improving reading comprehension for students who are reading below level. Snow, Burns & Griffin (1998), revealed that poor readers in elementary school going to middle school are reading below grade level due to insufficient instruction in primary grades. Therefore, teachers

must be able to provide support beyond the scope of Read 180 to readers who need additional assistance. Questions six through eight assessed how following the schematics of the program impact outcomes as prescribed by the developers. Scripted reading programs have been around 25 to 30 years. According to Chamberlain (2006), scripted reading programs must address the needs of struggling readers and many teachers lack the expertise to design individual programs for struggling students. Hence, these questions will gather responses to determine whether the mandate to follow scripted programs benefit student's despite of additional time that may be needed for struggling readers who do not readily grasp certain concepts. Questions nine and 10 are demographic questions that gathered information about teachers participating in this research study. These questions were designed to investigate a representative sample and standardization of data received from respondents (Randall & Koppenhaver, 2004).

Open – Ended Survey Questions (Principals)

1. Based on the implementation guidelines for the Read 180 scripted reading program, describe what you look for to ensure fidelity?
2. Describe the training that you have had with the program to ensure that the Read 180 teacher is following the program guidelines?
3. Based on your level of interaction with the reading scripted reading program, how important is script adherence in regard to program effectiveness?
4. In order to maintain teacher implementation fidelity within the school, describe the process of choosing who attends trainings in order to hold the teacher accountable?
5. Describe the support that the Read 180 teacher has after training to ensure the program is being implemented with fidelity?

Data Analysis

Data was triangulated based on video observations, interviews, and surveys. Data analysis consisted of within-case and cross-case analyses that hinged on the premise of coding of video observations, interviews, and surveys, based on the analysis of Yin (2014). Within-case analysis consisted of a review of the data from each individual case to gather more insight on teachers' perceptions of teaching a scripted reading program along with experiences from the study. This process was conducted before cross-case analysis to gather an in-depth understanding of their influences on implementation.

Cross-case analysis was used to analyze cases to identify similarities, differences, and themes. The identified themes were used to establish naturalistic generalizations and explore fifth-grade Read 180 teachers' perceptions of the Read 180 program regarding school improvement initiatives in literacy at eight elementary schools. According to Yin (2014), cross-case syntheses serve as broader unit of analysis with the multiple case studies as the embedded units. Theoretical propositions along with case descriptions were used to assess and code data based on developed theories and identified themes to increase the validity of the findings (Yin, 2014).

Coding was also be used for video observations, interviews, and surveys in relation to teachers' perceptions of teaching scripted reading. Each case was assigned codes for context and description of each identified case. This process was followed by categorical aggregation. Categorical aggregation was used to establish patterns between categories and themes within each case based on similarities and differences (Stake, 1995). Ultimately, the research was analyzed for patterns to support, disprove, or extend the theories of Lave (1991).

Trustworthiness

Trustworthiness is an essential component of establishing credibility in qualitative research (Lincoln & Guba, 1985). The trustworthiness of a study is often questioned in many studies in the areas of validity and reliability. Thus, it is important to address the areas of: (a) dependability, (b) confirmability, (c) credibility, and (d) transferability.

Dependability

Dependability is necessary to show that the findings are consistent and could be duplicated again. External audits were implemented to assess the accuracy and determine if the findings, overall interpretations, and establish conclusions were justified by the existing data (Lincoln & Guba, 1985). Also, the external audits yielded an opportunity for an external reviewer to challenge the method and results of the study. A peer review of the data occurred after all data had been collected. The peer review consisted of one graduate professional who reviewed interview transcripts, data analysis, and identified themes.

Confirmability

An audit trail was used to address confirmability by attesting the findings of the research. An audit trail provides a clear depiction of the steps conducted in the research from the start to the development and report of findings (Lincoln & Guba, 1985). The audit trail was used to establish a clear depiction of the research design and data collection procedures along with the steps taken to manage, analyze, and report data (See Appendix D).

Credibility

Triangulation was used to assess identified themes and issues based on data collection procedures for credibility purposes to facilitate deeper understanding. Member checks were used to allow participants to review their responses and make changes accordingly as needed for

credibility. Member checking is mainly used in qualitative research and is defined as a process of quality control by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview (Barbour, 2001; Byrne, 2001; Coffey & Atkinson, 1996; Doyle, 2007; Lincoln & Guba, 1985). Member checks occurred after observations and interviews have been completed. This process was utilized to establish validity of the information gathered. This process also provided teachers with the opportunity to correct errors and dispute areas perceived as wrong interpretations. According to Lincoln and Guba (1985), member checks are vital for establishing credibility. Any discrepancies in the responses were readdressed for accuracy.

Transferability

Thick rich descriptions were used for transferability purposes. According to Holloway (1997), thick rich descriptions reference a specific account of field experiences where the researcher establishes unequivocal relationships of cultural and social relationships and places them in context. Thick description was also used to establish external validity.

Ethical Considerations

I obtained IRB approval before any data will be collected to protect participants. I used all information for the sole purpose of the research and used pseudonyms for confidentiality for sites and participants. I will keep all data under a lock and key system for three years. Computers are password protected to eliminate a breach of files and information. Before any data was collected from participants, consent forms were given to explain my role and the role of participants. The consent forms also included an opt-out option where the participants could exit the research process at any time.

Summary

Chapter Three provided an explanation of the methods used for this research study. The chapter also described the design of the study, the sampling technique, the method of data collection, and the method of data analysis that was used to develop the findings. Finally, the chapter provided insight on the methods used to attain validity and reliability in the study.

CHAPTER FOUR: FINDINGS

Overview

Chapter Four begins with a brief description of each study participant using pseudonyms. The purpose of this multiple case study was to examine fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perceptions might influence implementation at eight elementary schools in only one school district in Virginia. Quotations from participants are used to provide rich description of the study's research questions and support the developing themes. After the participants' experiences are described, the results are discussed to develop themes and answer the research questions. The chapter concludes with a summary.

Participants

The study originally featured nine Read 180 elementary teachers, all who were female. Each of these women were assigned to teach Read 180 in Sunshine Public Schools district. There were also eight school principals who provided additional information as it pertains to the supervision of teachers. Participants in the actual study were purposively selected based on their instruction as a Read 180 elementary teacher and were recommended by their building principal. Purposive sampling is correlated with qualitative research (Palys, 2008). Pseudonyms were used for all study participants to ensure confidentiality. All quotes from participants are presented verbatim, which includes verbal ticks and grammatical errors in speech and writing to more accurately depict participants' voices.

Nancy and Mary

Nancy was a White female teacher who had 26 years of experience teaching various subjects and grade levels and seven years teaching Read 180 at Tanner Elementary School.

Nancy was from the area and lived and taught in the same school district since graduating from college. Nancy revealed that she was in her retirement year and it has been a joy ending her educational career by teaching Read 180. Nancy expressed that most of her teaching experience was at the primary level. During her career, Nancy taught kindergarten, first grade, and second grade. Nancy asserted that “These grade levels were very enjoyable because I had the chance to spark a young creative mind” (Interview, February 6, 2018). Nancy also expressed “I enjoy working with fourth and fifth grade remedial students to improve their reading skills and I love to see growth in them each day” (Interview, February 6, 2018). Nancy has taken courses in reading, special education, and curriculum and instruction. Nancy believed these courses have provided a framework for being a facilitator of Read 180.

Mary was the building principal at Tanner Elementary School and she had 12 years of experience in building administration. Mary did not offer any training for Read 180, but she provided support through scheduling, supervision, and observations. Mary stated:

I make sure staff members may visit other schools to learn how the program is implemented. I also make sure fourth and fifth grades have schedules that include Language Arts at different times of the day to ensure Read 180 students may be pulled for instruction. (Interview, March 24, 2018)

Sarah and Luke

Sarah was a White female who is dedicated to teaching elementary children. Sarah had been in education for 16 years with six years being devoted to teaching Read 180 at Brenton Elementary School. Initially, Sarah taught multiple subjects in the third and fourth grades. Sarah expressed that she was nervous to transition to a Reading Specialist position but felt as though she had received enough training and education by taking courses in reading, special

education, and curriculum and instruction. Sarah revealed during her interview “I have enjoyed the experience of teaching from a script and I feel as though I am making a tremendous impact on student achievement” (Interview, February 21, 2018).

Sarah stated that “It is good to come out of your comfort zone and try new and innovative things” (Interview, February 21, 2018). Sarah believed that her transition was a needed one and she welcomed every opportunity to explore different areas of the program. Additionally, Sarah was confident that the program will be around for years to come and she was excited to promote reading growth for the students she served.

Luke was the building principal at Brenton Elementary School. Luke had recently received his Doctorate in Educational Leadership and he was a proponent for reading. Luke served as building principal for five years and planned to transition to the school board office to work in some capacity. Luke liked Read 180 as an intervention tool and stated, “It is a researched based instructional tool that benefits many students” (February 23, 2018). Luke believed his role as building principal is to provide support and guidance.

Becky and Gloria

Becky was a White female teacher who had been teaching for 21 years at Marbury Elementary School. At the start of her career, Becky taught in a city school system in a neighboring district for 16 years. Based on a desire to focus primarily on reading, Becky sought to become a reading specialist and she obtained a master’s degree in education with an endorsement as a reading specialist. After the degree, Becky applied for a job as a reading specialist where she has spent the last five years teaching Read 180.

Becky asserted, “At first I was really apprehensive in taking the job because I was not sure how the program really worked” (Interview, February 22, 2018). Becky also revealed that

after accepting the position, it took her a while to effectively execute the program. Becky posited that she relied on other veteran teachers of the program to help her through her first year and trainings from the district level. In looking back at her educational journey, Becky expressed that she made the right move and she really enjoyed helping students reach their fullest potential through reading.

Gloria was the building principal at Marbury Elementary School. Gloria worked her way through the school system and has been the principal of her school for four years. Gloria felt her role for Read 180 was to make sure the program ran as efficient as possible. Gloria stated:

I make sure the program operates on a time schedule by ensuring Becky adheres to the allotted time. I also review and provide feedback on the data to determine if changes need to be made. For students who do well and make sufficient gains, I celebrate their success and I feel we are doing a good job from my walk-throughs where I observe and provide teacher feedback. (Principal Interview, February 22, 2018)

Gloria was adamant the program did what it was designed to do. She also believed students were experiencing some growth.

April and Kelly

April was an African American female teacher who taught Read 180 at Townes Elementary School for one year. Prior to Read 180, April taught for 26 years in a variety of grade levels within the elementary setting. April desired a change, so she applied for a Read 180 position and has embraced the program as a significant tool for promoting success in students. April was married with twin boys in college and felt that she would end her career teaching the Read 180 scripted program. April noted her boys as a motivational force behind her passion for

teaching. April also stated, “I never knew that I would enjoy teaching a program that was scripted and beneficial for students at the same time” (Interview, February 27, 2018).

Kelly was the building principal for Townes Elementary School. Kelly was new to administration and had only been in her position for three years. Kelly revealed during her principal survey that she did not have any official training with the Read180 program (Principal Survey, March 6, 2018). Kelly stated during her interview:

My primary role is to ensure the Read 180 teacher is supported and the class schedule is conducive for the program to be taught correctly. I also meet with the Read180 teacher to review data and to discuss what the next steps are for our students. Although I do not have a formal training for the program, I do attend meetings to gain knowledge about the program. (Principal Interview, March 2, 2018).

Kelly believed the program was an effective intervention tool for fifth-grade students with the proper support and training provided for her teacher.

Amanda and Janet

Amanda was a White female teacher who had taught for 24 years at Bixby Elementary, and she had 15 years in the school district as a Reading Specialist. Amanda has a Doctorate in Education. She noted “My passion is reading” and “my goal has always been to help struggling readers in some meaningful way” (Interview, February 15, 2018). She taught Read180 for five years and was impressed by the growth that she witnessed in her students each year. She expressed that although she had seen many programs implemented during her time as a reading specialist that Read 180 really provided students with the missing components in comprehension. Her plan was to continue teaching Read 180 until she retired.

Janet was the building principal of Bixby Elementary School. Janet had been a principal for five years and previously taught science for 12 years. Janet expressed “I have not had any formal training in Read 180, and I had informal training concerning Read 180 data” (Principal Interview, February 16, 2018). Janet believed her most important role was to visit the classroom and provide growth producing feedback regarding the instructional practices observed. Overall, Janet asserted “Read 180 can be a valuable resource is implemented with fidelity” (Principal Survey, February 23, 2018).

Robin and Lisa

Robin was a White female teacher who taught for 18 years. She began her teaching career as a fifth-grade teacher and after teaching 15 years in that position transitioned to a Reading Specialist at Woods Elementary School. She said, “I want to instill the love of reading into each child that I encounter and by becoming a reading specialist I have a better opportunity to reach more students” (Interview, February 7, 2018). She taught Read 180 for three years and enjoyed the ability to reach struggling readers using this program.

Lisa was the school principal at Woods Elementary School. Lisa served as a principal at the school for three years prior to serving as an assistant principal at a middle school. Lisa believed her role as principal is to oversee the program. Lisa stated, “I conduct observations, check lesson plans, approve scheduling, and assist with scheduling class rosters” (Principal Interview, February 9, 2018). Lisa also revealed that she was not trained in the program and her main concern was data analysis and student placement in the program.

Nicole and Amy

Nicole was a White female that has been teaching for 26 years. She revealed that she was dedicated to meeting the needs of struggling readers to ensure that they become successful

readers while finding a love for reading. She began her career as a third grade teacher at Friendly Elementary School where she worked as a language arts teacher for 19 years. She found an opportunity to become a reading specialist when the position became available at her school. She took the opportunity and stated, “I have enjoyed every minute of this experience helping readers reach new goals” (Interview, February 16, 2018). Nicole also revealed that the program could be challenging on some days, but it was worth it when kids were successful.

Amy was the building principal at Friendly Elementary School. Amy held a Doctorate in Educational Leadership and felt that she was leading her school in the right direction. Regarding Read 180, Amy stated, “I have had one training session and one observation/feedback session” (Principal Interview, February 16, 2018). Amy also revealed, “I look for all of the elements of the program to be used; however, my reading specialist is accountable for students’ performance within the Read 180 program” (Principal Survey, February 23, 2018).

Jordan and Lauren

Jordan was a White female who has taught for 20 years. She began as an elementary school teacher and shifted into the reading specialist position at Happy Elementary School after moving to the school district. Jordan taught Read 180 for three years at Happy Elementary School with five additional years teaching a different scripted reading program in another school district. Although she loved working with students as a classroom teacher, she felt as though she reached more students as a reading specialist. She revealed during her interview “I love instilling the passion of reading into students and providing them with reading skills that will last a lifetime” (Interview, February 13, 2018). Jordan pursued learning the Read 180 program, and she made sure her two paraprofessionals had pertinent knowledge to assist her in the classroom.

Lauren was the school principal of Happy Elementary School. Prior to becoming building principal, Lauren taught middle school science. Lauren expressed that it was quite a transition moving from middle school students to elementary students and it has been a challenge making sure her school has maintained accreditation. Lauren was a principal for four years and she felt her role was to support Jordan as the Read 180 teacher. Lauren stated:

I do not train anyone, and I monitor the progress and implementation of the program. I talk with the Read 180 teacher about how she feels things are going and what we can do to continue to help our students gain the reading skills they need. (Principal Interview, February 16, 2018)

Lauren believed Read 180 was an effective program and she wanted to make sure she offered a sufficient amount of support to Jordan. Lauren revealed that often times she felt like she did not offer enough support because she did not have sufficient training to understand the nuts and bolts of the program.

Results

The results of this study were derived from categories that developed as data was analyzed based on repeated phrases that became codes where categories emerged from the codes. The codes were identified during data analysis by noting the repetition of key words through highlighting. After recognizing the codes, categories were identified where themes emerged from the categories.

Theme Development

The following is a narrative description of emergent themes within individual cases based on the research study questions. Once data collection was completed, data analysis was conducted as outlined in Chapter Three of this study. Themes were developed from participants'

interviews, video observations, and surveys. The codes and their assigned themes are located in Appendix H. Common themes found among participants were additional resources, availability of resources, acceptance of implementation, script adherence, and more training needed. The codes and their resulting themes are also presented in Table 2.

Table 2

Codes and Themes

Codes	Repetition of Information	Themes
#1 Interesting readings	1	Additional resources
#2 SOL Correlation	9	
#3 Supplemental Materials	16	
#4 Research-based for effectiveness	5	
#5 Formal/informal assessments	18	Availability of Assessments
#6 Consistency	5	
#7 Rotation fidelity	1	
#8 Repetitive lessons	3	
#9 Motivation	5	
#10 Teacher buy – in	13	Acceptance of Implementation
#11 Teacher collaboration	1	
#12 Lexile levels	1	
#13 Scaffold instructions	1	
#14 Follow script	15	Script Adherence
#15 Accountability	1	
#16 Comprehension builder	1	
#17 Script deviation	12	
#18 Lack of Support	12	More Training Needed
#19 Technical issues	7	
#20 More training	15	
#21 Frustration	2	

Theme #1: Additional resources. This theme focused on the addition of resources and supplements to enhance scripted reading instruction. Nancy, Becky, Nicole, and Jordan all

shared the common theme of adding supplemental resources to extend student learning. Nancy stated, “I substitute lessons and I add supplemental materials for extended learning when the Read 180 curriculum framework states I have to do something else other than what students need” (Interview, February 6, 2018). Becky underscored, “With the program, I supplement materials for small group instruction, and I put my own spin on the program by having students take notes, so they do not get bored with the program” (Interview, February 22, 2018). Nicole believed Read 180 was a good program when it was used with supplemental resources. Nicole revealed:

I think there are some good components of Read 180. The software has improved from the Next Generation, but I do not think the questions in the rBook are rigorous enough, so I have to add to it. There are supplemental materials available with more rigor and I feel it is best to use those resources as well. I do like how the software is SOL aligned. For example, when I present a vocabulary word, they have to give synonyms. It is best if you use all the materials together to get the full effect. My students have shown a lot of growth, but you cannot just use the rBook, you must use supplemental materials.

(Interview, February 16, 2018)

Jordan firmly believed Read 180 should align with county and state standards in order for students to be successful. Jordan revealed, “With the lesson plans I have I follow the county and state guidelines and anything I feel is left out I can always ‘spice’ it up as a supplement.” Based on Jordan’s interview, she was adamant the program worked well with the addition of supplements to prepare students for formal and informal assessments.

Theme #2: Availability of assessments. This theme developed from codes that determined alternate methods of making sure students were given every opportunity to show

mastery of specific reading skills. Nancy, Jordan, and April all communicated the theme of formative and summative assessments as an integral component of their scripted instruction. Nancy stated, “I look at the program as a whole, but I look at data from the Standards of Learning (SOLs) to determine if students are improving in their reading” (Interview, February 6, 2018). Jordan placed a strong emphasis on how well her students measured on local and state mandated assessments and noted the assessment data was reflective of her success with Read 180. Jordan stated, “I think the program is very good and helps SPED students pass SOLs by using prior knowledge” (Interview, February 13, 2018). Last, April asserted the program should correlate with other SOL classes that students take. April stated:

The program is easy to follow, but it is only one voice and I feel I should correlate the curriculum in order to be effective, and that is why I work closely with core teachers, so we end up working on the same skills. (Interview, February 27, 2018)

Theme #3: Acceptance of implementation. This theme developed from codes that hinged on the premise of accepting scripted reading as a viable solution for addressing reading difficulties. This theme was clear among all teachers’ through multiple data collection tools, including interviews, surveys, and video observations. Specifically, Sarah stated, “Having previously taught a scripted reading program for seven years, I am comfortable with a script and I accept it well and believe students do better when the teacher accepts it” (Interview, February 21, 2018). As a relatively new teacher to Read 180, April also revealed, “I accept the script as intended and I try to convince my students that it works if you try and apply yourself” (February 27, 2018).

Theme #4: Script adherence. This theme developed from codes posited on following the script as intended or as deemed appropriate. Sarah believed that teacher buy-in hinged on the

premise of script adherence. Sarah stated, “I pre-read the lessons and markup my book with what I need to say, so I can build on prior knowledge based on topics as I move through lessons” (Interview, February 21, 2018). Amanda also communicated a similar response and stated:

It makes it easier for me as a teacher because there is no lesson planning for me to do. Each lesson is built around a core value of literacy. Over a week or two, I am able to cover all the core values which can only benefit the student. I have to do very little preparing and that’s why I like a scripted program. Everything is laid out for me and it tells me what to say and do, and all I have to make sure I have all my things together, it is the easiest reading program I have ever taught from. (Interview, February 15, 2018)

Nicole, Robin, and Nancy also supported script adherence as a means for effective results.

Nicole stated, “It is just a script and what I am required to do is follow the script because the program is researched based, so I follow the script as intended” (Interview, February 6, 2018).

Robin stated, “The curriculum is aligned with Read 180 and I just make sure I follow the script” (Interview, February 7, 2018). Nancy also believed script adherence as prescribed by the creator was integral in the effectiveness of the program. Nancy stated, “As Read 180 is meant to be a scripted program, script adherence is important” (Survey, February 13, 2018).

Theme #5: More training needed. This theme focused on providing training for Read 180 teachers that is supported by building principals. During the survey phase of the research, April expected great things from her students, but she expressed she had minimal support in her classroom and had to figure most things out on her own. Robin expressed in her interview that the success of the program was all based on the support and training received. In addition, all building principals admitted they received minimal training on the actual scripted program and were mostly interested in the data based on student performance.

Answers to Research Questions

The following section provides answers to each of the three research questions introduced in Chapter Three. These responses were developed based on the data collected. Direct quotations from participants collected in the interviews, video observation analysis, and surveys are included in the responses. These answers provide specific responses to the research questions to nullify any uncertainty.

RQ1: What are the teachers' perceptions of a commercial scripted reading program on student comprehension? Participants shared their perceptions of how scripted reading impacts student comprehension. Nancy used Read 180 as a scripted reading program to promote student comprehension. She explained in her interview:

It really depends on the student and their motivation to achieve. I feel like the software part provides exposure to important areas of reading and helps with comprehension. The program is a good tool to “zero” in on what’s being asked, and it helps students who struggle work on weak areas. (Interview, February 6, 2018)

This narrative briefly describes how Nancy believed in the effectiveness of Read 180 as scripted reading program to improve student comprehension.

As the building principal, Mary conducted classroom observations of Nancy’s class to make sure students were familiar with routines. Mary experienced gains in student Lexile levels as measured by the RI; however, she did not believe the material always coincided with success on SOL assessments. Mary also did not believe the scripted program offered a lot of information on the impact of student comprehension. Mary stated, “The RI appears to be more of a vocabulary assessment than a comprehension test; therefore, I do not feel the data offers much information on comprehension” (Principal Interview, February 9, 2018). This brief narrative

revealed Mary's perception of the impact of Read 180 on student comprehension through the lens of Nancy's instruction and data received.

Sarah used Read 180 as a scripted reading program to teach basic reading skills. She explained in her interview:

Read 180 provides a structure and routine to teach basic reading skills. Each lesson provides vocabulary and tools for reading that are beneficial for each student. As students adhere to specific of the program, their comprehension skills increase. I believe the outcomes provide students with structure while building their confidence and establishes a love for reading. (Interview, February 21, 2018)

Sarah wanted her students to develop problem solving skills through their independence in using technology in a situated leaning culture (Lave, 1991). Sarah stated:

The structure of Read180 allows students with below grade reading levels to feel confident as they grow into on grade level readers. The program also gives a healthy balance of teacher led instruction and independent instruction. There opportunities to conference with students, which helps the teacher to plan instruction. The student also has opportunities to build fluency in both independent and teacher led groups (i.e. recording their reading, close reading, etc.). (Survey, February 28, 2018)

This narrative briefly described how Sarah believed in the effectiveness of Read 180 as scripted reading program to improve student comprehension.

Luke (building principal) believed the program worked, and he felt some students were making great gains in their reading goals. Luke stated, "This program benefits many of our students' reading comprehension and it is a great instructional tool from what I have observed in Sarah's classroom" (Principal Interview, February 23, 2018).

Becky utilized Read 180 as a reading tool to improve comprehension and promote confidence for struggling readers. Becky stated:

I think it improves student comprehension and it starts off with a small group of 15 and it gets smaller, and this allows me to work with individual students to get to know them and their needs. Becky also asserted Lexile levels are significant in promoting success. She stated, “it is an important aspect to have students reading books on their Lexile level and I have added additional books to my Read 180 library to offer more choices to students that are below grade level. (Interview, February 22, 2018)

This narrative briefly described how Becky believed in the effectiveness of Read 180 as a scripted reading program to improve student comprehension and how leveled reading books impact student progress.

Gloria (building principal), agreed with Becky on the premise that Read 180 improved student comprehension. Gloria revealed, “We implement goals based on the student’s Scholastic Reading Inventory (RI) and this assists in determining if goals are met which is indicative of growth in the area of comprehension” (Principal Interview, February 22, 2018).

April also believed that Read 180 supports student comprehension. April disclosed:
The program pushes a lot of critical thinking and it causes them to use a lot of context clues especially in areas they are weak. I also use a lot of reading strategies to promote reading comprehension, like echo and choral reading that causes students to stay on task because they have to follow my instruction. (Interview, February 27, 2018)

Based on this statement, April believed that student participation was instrumental in student success. April made a valiant effort to make sure her students paid attention to her instruction by using reading strategies to reinforce her instruction through a situated learning context of social

interaction (Lave, 1991). April also believed that student comprehension was enhanced when she added reading strategies that focused primarily on supporting reading comprehension.

As the building principal, Kelly shared common beliefs on the impact of Read 180 on student comprehension. Kelly asserted:

I do not think it is the best tool for comprehension because it really focuses on the reading and fluency and not so much on the comprehension. There is a comprehension piece, but it is not as heavily enforced as the reading strategies in the program. (Principal Interview, March 2, 2018)

Based on Kelly's response, she shared common beliefs with April on reading comprehension and she felt the program could incorporate more reading comprehension components to address comprehension deficiencies.

Amanda felt a personal measuring tool for student improvement was whether they enjoyed reading during independent reading. Amanda also believed that student comprehension improved as assessment results improved. Amanda stated, "The scores I am receiving from the Reading Inventory (RI) indicate their reading comprehension is improving and based on the fact they have to read the passages, I believe the scores are accurate" (Interview, February 15, 2018). Amanda asserted she was responsible for promoting independent reading and sought ways to teach students how to be independent readers in a situated learning context (Lave, 1991).

Based on this assertion, Amanda was an advocate for Read 180 as a means for improving student comprehension and felt the data supports her claim.

Janet (building principal) felt Read 180 could be an effective determinant in improving student comprehension if implemented properly and agreed with Amanda. Janet stated:

If implemented with fidelity, the Read 180 program can have a positive impact on reading comprehension. The key is moving the student to a point of reading fluently. Once a student can read fluently, they will be able to better make connections to the print and thus will have the ability to comprehend what was read. Once the comprehension is developed, the student should be able to apply the skills learned within the program and begin to see success in all content classes. (Principal Interview, February 16, 2018)

From this statement, Janet hinged on the premise of implementation fidelity to support reading comprehension as a means for improving reading skills in a situated context.

Robin asserted that Read 180 was helpful in increasing student comprehension. Robin stated, “It seems to be a successful program that promotes growth and the program gives students strategies to use in the classroom” (Interview, February 7, 2018). Robin also added, “Read 180 provides systematic strategies to enhance the reading ability of all learners” (Survey, February 14, 2018). Robin’s beliefs hinged on the premise of cognitive apprenticeship where cognitive skills are taught to promote interaction with a more experienced facilitator in the context of another learning setting (Brown et al., 1989). Based on these statements, Robin declared Read 180 does what it is intended to do as long as consistency is infused into teacher application.

As building principal, Lisa believed Read 180 was effective in collaboration with additional strategies. Lisa stated:

The Read 180 teacher must provide various comprehension strategies and/or practice for students in the program. Some of these strategies are not necessarily a part of the Read 180 program, but still work well when utilized as an additional resource. (Principal Interview, February 9, 2018)

Based on this statement, Lisa felt the program offered some key components necessary for student comprehension, but was more effective in collaboration with additional resources. Therefore, Lisa believed the program lacked direct strategies that targeted reading comprehension.

Nicole expressed an interesting perspective on perceptions of a commercial scripted reading program:

There are different components in the software and all of the main areas are addressed like main idea and cause and effect etc. They are spiraled where they are not only addressed once, and it brings students back to the same skill for support. Students typically show growth, so I would say it works. Small group, independent reading, and software has to be used with fidelity to get the best growth and results. It is also good to use A and B rotations. (Interview, February 16, 2018)

Based on Nicole's findings, Nicole felt that Read 180 was effective on student comprehension with a certain level of implementation fidelity.

As building principal, Amy believed the program was an effective tool in building student comprehension. Amy asserted:

Read 180 has a tremendous impact on improving student comprehension and feels the comprehension questions target specific comprehension skills that are the backbone of strong reading recall and understanding. For example, students are given comprehension question about main idea, making inferences, problem and solution, drawing conclusions, summarizing, cause and effect, compare and contrast, reading for detail, and sequence of events, these are the essential skills necessary for efficient reading comprehension. (Principal Interview, February 16, 2018)

Based on Amy's level of response, she agreed with Nicole regarding Read 180 being an instrumental program in addressing reading comprehension for students.

Jordan felt that Read 180 improved student comprehension by holding them accountable for their learning. Jordan stated, "With Reading Counts it is like Accelerated Reader (AR) and I can set the number of questions per book that gives students a score; therefore, the program allows students to keep track of their own accountability" (Interview, February 13, 2018).

Jordan believed student accountability was paramount in their success in Read 180. Jordan embraced the situated learning theory of Lave (1991) where knowledge is obtained through an unintentional practice of behaviors channeled to advance learners as experts as they move from the periphery to the center of the learning community. Jordan deemed Read 180 effective as a program that allowed students to track their progress while improving comprehension through various components of the program.

As school principal, Lauren believed the program provided support for improving student comprehension. Lauren revealed:

I think Read 180 does help students understand what they read; however, for fifth-grade students, a program is not always the answer. Sometimes students need more one-on-one work on skills that we know are a deficit for them. I believe a teacher who plans learning experiences around the needs of a student can be much more beneficial than a scripted program. (Principal Interview, February 16, 2018)

RQ2: What are the teachers' perceptions of professional practice of implementing commercial scripted reading programs? Nancy asserted that professional practice is integral in promoting the effectiveness of Read 180 as a comprehensive program. She explained that implementation hinged on the premise of personal measuring tools. Nancy revealed:

My professional practice of implementation determines how successful my students are while interacting with the program. I measure my professional practice on how well students are motivated and engaged in the program. I also look at how well they do on formative and summative assessments. (Interview, February 6, 2018)

Based on this statement, Nancy believed that professional practice is instrumental in measuring reading growth and providing students with what they need.

Mary (building principal) believed her role was to make sure the Read 180 teacher received the proper training from Read 180 consultants and other Read 180 teachers in the county. Mary viewed her role as a supervisor who observed the programs and assessed data.

Mary stated:

I receive quarterly reports on the Reading Inventory tests that Read 180 students take, and I receive spring Reading Inventory scores for all third and fifth graders at my school. I am kept informed of the reading progress being made in each school during our principal meetings where we all discuss data from our perspective schools. First and second semester Read 180 data is shared at our principal meetings to determine progress of lack of. (Principal Survey, February 13, 2018)

This brief narrative expressed Mary's role as it related to oversight of professional practice within her school.

Sarah proclaimed that professional practice was imperative in providing a level of fidelity. She explained that implementation hinged on the premise of properly utilizing the program to realize gains in formative and summative assessments. Sarah revealed:

You must stay grounded and allow the program to work for you. I have taught scripted reading programs, so I do not get frustrated with repetitive lessons. I pre-read to see what

I need to do, and I show enthusiasm with my lessons. Enthusiasm is contagious in elementary school with the kids! If you are excited, they get excited as well. (Interview, February 21, 2018)

Sarah exhibited enthusiasm when presenting the program to her students. Sarah made efforts to engage her students and used facial expressions and gestures to guide students through Read 180 lessons (Video Observation, February 17, 2018).

Based on Sarah's responses to the research question, Sarah believed that implementation of Read 180 hinged on the premise of teacher buy-in and interaction with the program.

As school principal, Luke desired to make sure his Read 180 teachers had everything needed in order to implement the program in correlation with professional practice. Luke stated, "I offer professional development monthly and I require teachers and staff to meet collaboratively to plan this professional development" (Principal Survey, February 28, 2018). Based on Luke's response, he made every effort to offer opportunities for extended learning outside the scope of Read 180 to support professional practice.

Becky proclaimed that Read 180 is a solid program in conjunction with its sister program System 44, and they both allow students to make notable reading gains by following the program. Becky believed the program has great content, but she added content in certain areas to improve its effectiveness. Becky expressed:

I do not read everything word for word. I do add vocabulary and examples and I add in activities for small group instruction as I see a need. In my first year, I read word for word because I did not know what I was doing. Now, I am more comfortable with the program and I can freestyle lessons as needed. (Interview, February 22, 2018)

Becky believed the script for Read 180 is only necessary for new teachers who do not know how to interact with the script. Becky abided by portions of the prescribed script; however, she used teachable moments through verbal cues and prompts to extend learning opportunities (Video Observation, February 15, 2018).

Gloria trusted her Read 180 teacher to be the expert in content area in her school. Gloria believed that professional practice hinged on the premise of the teacher doing what was best for the student while referencing Read 180 as a guide. Gloria stated, “I’ve never expected precise script adherence with Read 180 and I encourage my teacher to use the manual for guidance as needed” (Principal Survey, March 1, 2018). This response indicated Gloria’s preference for administering Read 180 as an element of professional practice.

April believed that professional practice hinged on the premise of following the prescribed lesson plans. As a new teacher of the program, April felt the program caused her not to be in total control of learning in the classroom and students had to be involved in academic instruction where social interaction occurs in a situated learning community (Lave, 1991). April revealed:

Read 180 has a lesson plan section, and I just print the lesson plans for whole and small group instruction. I read the lesson plans to determine what I want to highlight for the week, and I make notes on what I need to focus. I also prepare my own teacher made quizzes on Friday’s to expose students to areas we have discussed during the week.

(Interview, February 27, 2018)

According to this statement, April believed preparation was a key component in delivering instruction to students, and lesson plans were a driving force in executing the program as intended. April’s preparation was evident in her instructional delivery and learning cues that she

used with her students for an interactive structured learning environment (Video Observation, February 8, 2018).

Based on Kelly's level of interaction as a school principal, she affirmed April's statement. Kelly believed the program should be taught with a high level of implementation fidelity and the teacher should follow the script. Kelly revealed, "The script ensures that the teacher is teaching the concepts correctly and I feel that it is very important to program effectiveness" (Principal Survey, March 6, 2018).

Amanda believed professional practice of implementation connects with script adherence. Amanda stated:

A scripted program helps me in my teaching. Even the world's greatest teachers need to be reminded of things you need to say and do. I am comfortable with the scripted program because it covers all the bases of the lesson. (Interview, February 15, 2018)

Amanda also revealed:

Script adherence is very important because the kids learn what is probably going to come next; however, I think this can also be a hindrance if the same words or scripts are throughout the year. Sometimes, the kids roll their eyes and say, 'this again?' Script adherence is great for program but can get boring to the kids after a while. (Survey, February 22, 2018)

Amanda's video observation revealed the core of her dedication to the script and was a clear indicator that she followed the script using a systematic approach (Video Observation, January 27, 2018).

Amanda noted that frustration can pose a problem with repetitive lessons with the students and teacher. Amanda revealed she was frustrated at times with teaching the same

material repeatedly in small group instruction, but was thankful to have a script to follow. Based on Amanda's statements, Amanda was very appreciative to have a script to guide her instruction, but experienced periods of frustration in teaching repetitive lessons at times.

As school principal, Janet believed her level of interaction of Read 180 was posited on script adherence. Janet stated, "It is important to follow the program; however, Amanda needs to be granted some flexibility to be able to meet the needs of the students" (Principal Survey, February 23, 2018). Janet also felt flexibility was important in not offering repetitive lessons that cause students to get bored. Janet revealed the basis of her supervision was to review lesson plans, assess data, and conduct classroom observations. Janet stated:

During observations, I look for students engaged in three parts of the Read 180 program that include: the guided small group with the teacher, the independent reading, and the computer programs. I also expect to get rSkills testing data, comprehension testing data, and SRI inventory data to determine program effectiveness. (Principal Survey, February 23, 2018)

Based on Janet's level of response, she believed Read 180 should be followed to a certain extent; however, the teacher should embody flexibility as a mean for extending learning opportunities for students. Janet monitored the program to make sure the basic components are being used.

Robin liked Read 180 and felt it had been successful for students who applied themselves. Robin stated, "It has been successful in years past; however, my fifth-grade students this year are unmotivated, and I have not experienced much growth" (Interview, February 7, 2018). Robin also believed the program produced meaningful outcomes for student who cared about making substantial gains. Robin indicated, "I think it produces the outcomes it was intended to do. Students need a methodical way of learning and the program provides

consistency that students need. It is good to have consistency in working with students” (Interview, February 7, 2018). A common theme for Robin was script adherence. Robin stated, “The curriculum is aligned with Read 180 and I just make sure I follow the script” (Interview, February 7, 2018).

Robin believed the teacher must exercise script adherence in order for the program to work. Robin stated:

I just make sure I follow the script and I follow the handbook. However, during small group I differentiate, and I pull other resources. For the whole group, I do exactly what it says. I lead students in their activity while I work with students who need additional support. (Interview, February 7, 2018)

Robin also felt professional practice of implementation was based on the type of support and training received before and during the teacher process. Robin stated, “I have received training from a Read 180 consultant and I have met with reading specialist to ensure I am implementing the program with fidelity” (Interview, February 7, 2018).

As school principal, Lisa believed script adherence was important to a certain degree regarding program effectiveness. Lisa revealed, “I think procedures are the main thing as long as the procedures are being implemented with fidelity. There can be a degree of modification to the script while still ensuring integrity of the Read 180 program” (Principal Survey, February 16, 2018). Lisa reiterated that she did not have any training in the program and Robin attended training sessions because she was the one tasked with the implementation of the program.

Based on these assertions, Lisa revealed that professional practice hinged on the premise of script adherence with strong support and training as major factors.

Nicole was a fifth-grade teacher who used Read as an intervention tool for students who read below grade level. Nicole believed Read 180 was a good program when used with supplemental resources. A common theme was supplemental resources for best results. Nicole revealed:

I think there are some good components of Read 180. The software has improved from the Next Generation, but I do not think the questions in the rbook are rigorous enough so I have to add to it. There are supplemental materials available with more rigor and I feel it is best to use those resources as well. I do like how the software is SOL aligned. For example, when I present a vocabulary word, they have to give synonyms. It is best if you use all the materials together to get the full effect. My students have shown a lot of growth, but you cannot just use the rBook, you must use supplemental materials.

(Interview, February 16, 2018)

Nicole's case also revealed that SOL correlation was another key emphasis for her. Nicole stated:

I look at the teacher manual and I look at the reports, so I can structure my lessons and activities in alignment with the curriculum framework. If suffix and prefixes are in the curriculum framework, but not in the script I point out prefixes and suffixes so I can cover the SOL standard as a teachable moment. (Interview, February 16, 2018)

Nicole was adamant and believed students have a wholesome learning experience when materials were added for additional support. Nicole believed professional practice of implementation is based on aligning Read 180 with SOL standards. Nicole revealed:

The tricky part is aligning the curriculum framework of Read 180 with SOL standards. I do not veer from the script, but I add examples as I teach. Anytime I can pull SOL

materials into the lessons, I do it while following the script because students have to pass their SOLs. For example, fifth grade students have to know text structure, so I have to “marry” the text with the script, so students get what they need to know. (Interview, February 16, 2018)

It is evident from Nicole’s response that the success of her students in and out of her class was a measuring tool of professional practice regarding administering Read 180.

Nicole also revealed that professional practice hinged on the premise of training and support. Nicole felt that she had sufficient training from a Read 180 specialist and a middle school Read 180 teacher who was proficient in the program. However, Nicole believed technological support was instrumental in the success of professional practice and was necessary to offer problem-solving skills in a situated learning context (Lave, 1991). Nicole asserted:

The biggest headache for me is the lack of consistent technical support. We have an IT person at my school once a week. We have a technician here one day a week and another day every other week. When we have technical issues, which they are always technical problems, I am on my own. I have to stop teaching to address any issues and this is a problem. (Survey, February 23, 2018)

Amy (building principal) had an interesting response to this question from an administrator’s perspective. Amy stated, “Read 180 is not as scripted as other scripted programs I have used, and I have never really considered it as a scripted program, but I consider it as a teacher’s guide” (Principal Survey, February 23, 2018). Amy also revealed she evaluated script adherence and implementation fidelity according to the Read 180 Leadership Resource and Administrative Walk Through form provided from central office. Amy stated:

The instructional assessment tool I use to evaluate Read180 teachers on script adherence and implementation is the Read 180 Leadership Resource and Administrative Walk Through form. The Read 180 Administrative Walk Through Form provides a checklist of instructional fidelity indicators that assess classroom structure and organization, whole or small group instruction, independent reading rotation, instructional software rotation, and progress monitoring. (Principal Interview, February 16, 2018)

Based on Amy's response, Amy did not consider Read 180 as a true scripted program; however, Amy looked for certain elements as she conducted her observations of the Read 180 teacher.

Jordan revealed professional practice of implementation was predicated on preparing students to be successful in and outside of her classroom. Jordan had two developmental assistants in her class and she relayed her desires for student productivity as a conduit for professional practice. Jordan stated:

I am training my assistants, so they know exactly how to execute the program in the event I am out. Sometimes I get pulled for different remediation and activities and my two developmental assistants are important. In addition to their training from me, I have also added my personal resources (books) to extend the reading library for my students.

(Interview, February 13, 2018)

In the same vein of professional practice, Jordan believed she must review lesson plans prior to each lesson to ensure she has everything needed to meet county and state standards. Jordan revealed, "I look over the lesson plans and I see how they match with county standards, and if I feel students need more clarification or practice, I spend more time in that area with that particular group of students" (Interview, February 13, 2018). Jordan's video observation

uncovered her level of preparedness as she guided students through each lesson with verbal cues and gestures (Video Observation, February 6, 2018).

As building principal, Lauren considered Read 180 as a supplement to existing requirements of standards and skills needed for grade level proficiency. Lauren avowed,

I know that Read 180 increases students' Lexile levels, but students often miss so many of the skills and standards that are required of a grade level. I think Read 180 has to be a supplement to reading instruction and cannot stand alone. (Principal Survey, February 23, 2018)

Based on this premise, Lauren felt Jordan needed to add additional resources to cover certain skills and standards required for grade-level mastery.

RQ3: How does acceptance of following a scripted reading program affect implementation of the program? Nancy encouraged teacher buy-in as a means of implementing commercial scripted programs. Nancy explained:

The program I use was adopted by the county and I try to make it work as best I can. I realize that in doing a scripted reading program, you have to follow the script. Research has proven that it is effective, and you must do your best to follow the program in order for it to work. In the end, it is all about doing what is best for the students and that is what I try to do each and every day (Interview, February 6, 2018).

Nancy also believed script adherence as prescribed by the creator was integral in the effectiveness of the program. Nancy stated, "As Read 180 is meant to be a scripted program, script adherence is important" (Survey, February 13, 2018). Nancy asserted time consciousness as a management tool for teacher effectiveness as a sub theme not derived from the data. Nancy believed each rotation must be on a timed cycle in order for students to experience the full effect

of the program. Nancy presented a systematic approach to teaching in her video observation that was representative of her beliefs. She displayed consistent structure with adherence of time and facial cues to guide students from station to station (Video Observation, January 27, 2018).

As she underscored the importance of accepting and following the script based on teacher expectations, Nancy highlighted best practice for maximizing the effectiveness of the program.

Mary asserted that she conducted informal and formal observations to assess Nancy's level of acceptance of the script in relation to implementation. Mary stated:

When I do classroom observations, I look to see that workshop vocabulary is posted and that transitions from whole group to small group sessions are smooth. I have had minimal training in the Read 180 program (when the program first began in the division), but I make sure teachers are able to work collaboratively with a representative from the Read 180 program. The Read 180 representative also conducts classroom observations and is available to answer questions from teachers as they arise. (Principal Interview, February 6, 2018)

Sarah elected to use Read180 because the program answered a need for selected students who struggled with reading. Sarah stated, "The program answer, the need for struggling readers and it helps me work with struggling readers by following a cue card" (Interview, February 21, 2018). One of the most common themes in her case was teacher buy-in for program effectiveness. Sarah stated, "Having previously taught a scripted reading program for seven years, I am comfortable with a script and I accept it well and believe students do better when the teacher accepts it" (Interview, February 21, 2018). To support her premise, Sarah believed that teacher buy-in hinges on the premise of script adherence. Sarah stated, "I pre-read the lessons and markup my book with what I need to say, so I can build on prior knowledge based on topics

as I move through lessons” (Interview, February 21, 2018). Sarah believed the program should be used as it was intended to get the best results.

Sarah encouraged teacher buy-in as a means of implementing commercial scripted programs. Sarah revealed, “the program is only as effective as how it is being taught and you must use the script as a guiding tool to keep on pace of what needs to be taught. Sarah also asserted, “I accept what the program has to offer and when I accept, I feel that students do better” (Interview, February 21, 2018). Sarah emphasized that teacher buy-in is the most important element in the effectiveness of Read 180 and teachers must try to have fidelity when interacting with the program. Sarah also believed that additional support is imperative in encouraging teacher buy-in. Sarah stated:

I agree that training should take place and that a consultant should be available to help with problems that arise; however, my recommendation would be that new teachers to Read 180 have a mentor that has taught the program before, rather that mentor be from the county or state level. (Survey, February 28, 2018)

This narrative revealed that Sarah believed strongly in teacher buy-in as a measuring tool for student success.

As an administrator, Luke asserted that teachers should exhaust all opportunities for learning as needed. Luke believed teacher acceptance was important in executing the program along with guidance from the Read 180 specialist. Luke stated, “My instructional assessment is contingent upon data at the end of the school year and teacher collaboration with reading coach who comes to provide training for Read 180” (Principal Interview, February 23, 2018). Luke’s response revealed components of what he deemed necessary for teacher acceptance of implementation.

Becky asserted that teacher buy-in was important in the overall effectiveness of implementing Read 180. Becky disclosed,

If I do not believe the program works, I do not expect students to believe in it as well. It works with small groups and it provides scaffolds for instruction and students need that in order to progress through lessons. (Interview, February 22, 2018)

Becky used portions of the situated learning theory to promote learning through technology-based learning that focused on establishing reading problem-solving skills in a situated context (Lave, 1991). This coincided with Becky's assertion that teachers in the school system need proper training in order to adhere to implementation fidelity necessary to develop a community conducive to the beliefs of learning objectives. Becky stated:

Teachers need in-depth training on how the program should be implemented as well as follow-up sessions throughout the year when teachers have been using the program and questions arise. It has been very helpful to have other teachers in the county that I can ask questions when I am unsure about the program or software. (Survey, February 22, 2018)

Based on Becky's level of responses, Becky believed that teacher buy-in was important in executing the program effectively. Becky also revealed that training was paramount in her success and she liked having support she could access when she encountered problems.

Gloria avowed teacher acceptance was as an integral component of training. Gloria believed teachers were more apt to accept the program if they were comfortable with it. Gloria indicated, "I make sure my teachers observe other teachers who have experienced success with the program, and I like to see components of differentiation in lessons for students who need it"

(Principal Interview, February 22, 2018). Based on Gloria's response, she declared Read 180 as an effective intervention program with the proper support and training.

April elected to use Read 180 as a small group intervention for students who struggled with reading. April stated, "I like the small groups and I like the way a student works with their peers and the independency they have" (Interview, February 27, 2018). April believed that the program allowed shy students to actively participate in their education by interacting with the program and their peers. April revealed, "I like in whole groups how kids who do not speak much get to talk in think, pair, and share" (Interview, February 27, 2018). April established a premise of the situated learning theory where students use social interaction to develop a community of learning (Lave, 1991). April strongly felt that collaboration across the curriculum was important in building solidarity of learning that extends beyond her classroom. This form of cognitive apprenticeship allowed her to identify ways she could work on teaching cognitive skills that promoted interaction with other facilitators (Brown et al., 1989).

April deemed the program as effective from what she could tell so far. April was in her first year of teaching Read 180 and felt strongly she had a lot more to learn before she could consider herself skilled in administering the program. April disclosed:

This is my first year using Read 180 and I have kids who have done well. I have kids that have not passed their SOLs, but they are passing my assessments and it allows them to analyze what they are reading and that helps. I believe my commitment to the program allows my students to accept and follow the program more, especially when they pass formal and informal assessments. (Interview, February 27, 2018)

April deemed support as a key element of her success as a new teacher to Read 180. April stated:

I work closely with my internal colleagues, but I recommend that I continue to be allowed to talk with the Read 180 consultant whenever needed. It would be helpful to observe some teachers who are very experienced with the scripted program also.

Viewing any webinars on this program are helpful, but actually seeing it in action is more beneficial. (Survey, March 6, 2018)

Based on these findings, it is apparent that April promoted a level of success for students that extended beyond the scope of Read 180 into their general classes. This was evident in her desire to have students experience success on their SOLs.

Kelly (school principal) believed support was instrumental although she revealed that she was not officially trained in the program, neither could she offer specific training. Kelly expressed that the teacher had a Read 180 trainer who observed April and provided support as needed during the school year, and April was able to contact the trainer if she needed assistance. From a principal's perspective, Kelly stated:

I work with April on the schedule and I provide the ample time needed to complete the daily lessons. I also help her assess the data to decide which students need to be in the program and when to release students from the program. (Principal Interview, March 2, 2018)

Based on Kelly's response, she did not know a lot about the schematics of the program but she offered support in determining how students entered and exited the program.

Amanda selected to use Read 180 as an intervention tool because it covered most of the components of language literacy. Amanda realized students were placed in the program because they lacked reading skills and below grade level readers. Amanda stated, "Read 180 covers all the components needed for successful reading and it is beneficial for students" (Interview,

February 15, 2018). Amanda believed the program was only as effective as teacher enthusiasm and the teacher must exhibit a level of teacher buy-in. Amanda asserted, “Accepting the program shows through my teaching, the kids see I am comfortable with it and enjoy it, they are more likely to as well” (Interview, February 15, 2018). Amanda felt that teacher buy-in was associated with being comfortable with various components of the program and was dependent on training and support. Amanda stated:

Once you learn and get used to a scripted reading program, not much support is needed. However, when the program is updated and all new stories are implemented, a new training is needed. The computerized part of Read 180 changed dramatically this year along with stories. The computerized part was difficult to understand, and training was needed, but not presented. I have received a lot of support from Read 180 as they have sent a trainer several times in the beginning, but most of what I know is through trial and error. The reading specialists in the county stay in close contact to share ideas and let each other know what works and what does not work. (Survey, February 22, 2018)

Based on these findings, Amanda avowed that implementation fidelity was very important to the success of the program. On the other hand, Amanda believed true effectiveness was only achieved through teacher training and continuous support.

As school principal, Janet stated “I do not attend trainings and only the teacher/reading specialist in the school is required to attend” (Principal Survey, February 23, 2018). Janet also viewed her role as limited in the capacity of a supervisor with the teacher as the in-house expert at her school. Janet asserted:

Amanda receives feedback from administration, county officials, and for the first time this year she received feedback from Read 180 trainers. Read 180 training/professional

development is rarely provided throughout the school year, although there has been more this year as we are upgrading. I do review the Read 180 data with the Director of Instruction and this process is on-going throughout the year. (Principal Interview, February 16, 2018)

Based on Janet's level of response, she believed the program lacks some continuity in training at the district level; however, it has improved during the course of the school year.

Robin felt strongly that teacher buy-in was an important element in implementation. Robin revealed, "If I did it my way or if I had a negative attitude, the kids would not jump on board with me, and I feel that I would not be effective if I did not accept it" (Interview, February 7, 2018). Robin also presented enthusiasm in her presentation in following the scripted program. Robin stated, "I do not get bored or frustrated with lessons, and with the rotation cycle I do not do the same things every day because the format helps with rotation and lesson structure" (Interview, February 7, 2018). Based on the statements, Robin asserted teacher buy-in and script adherence as major factors in acceptance of following a scripted reading program and Robin displays enthusiasm for student excitement as she delivers her lessons (Video Observation, February 1, 2018).

Lisa (building principal) monitored and observed Robin as the teacher of Read 180. Lisa stated, "I evaluate Robin based on the same criteria I use for other teachers in my school and I do not assess the program, but only the results" (Principal Interview, February 9, 2018). Regarding teacher buy-in, Lisa believed students typically show growth after the completion of the Read 180 program. Based on these findings, Lisa believed the program works based on the data and observations of the program as a whole.

Nicole did not place a lot of emphasis on her acceptance of Read 180. Nicole believed the success of the program comes from following the script with a degree of fidelity and allowing the program to do what it was designed to do. Nicole stated:

I do not know if my acceptance has an effect. It is just a script and what I am required to do is follow the script. The program is researched based, so I follow the script as intended. You always have to introduce your personality to the lesson. (Interview, February 6, 2018)

From video observation, Nicole followed the script and facial expressions and gestures indicated her dedication to following the script with a certain level of fidelity. It was apparent from the video, students were actively engaged and the lessons were systematic with insertions of relevant examples and materials as deemed appropriate (Video Observations, January 30, 2018 & January 31, 2018).

Based on Nicole's responses, she believed Read 180 was an effective program if the script was followed as intended. Nicole underscored the importance of supplemental materials as a significant addition to improving students overall learning experience. Nicole felt she was able to execute the program but did not like when technology impeded on student learning and her teaching.

In support of Nicole from a principal's point of view, Amy stated:

My role is to ensure that Nicole is equipped with the necessary tools, resources, and staff development to ensure maximum effectiveness of the Read 180 program. It is my responsibility to ensure the Read 180 program is implemented with a certain level of fidelity. As the principal, I am charged with the task of improving teacher effectiveness and student achievement. (Principal Interview, February 16, 2018)

Based on this statement, Amy believed there was a certain level of fidelity that must be utilized in order to experience positive gains from the program and her primary role was to oversee that criteria.

Jordan elected to use Read 180 as a tool to improve student reading for future growth. Jordan used the program to teach all children necessary components needed for reading proficiency. Jordan stated, “I think the program is very good and helps SPED students pass SOLs by using prior knowledge” (Interview, February 13, 2018). Jordan also felt the program was beneficial for higher SPED students as well as lower students; however, Jordan believed time expectations were reasonable but she could use a few extra minutes on some days (Survey, February 20, 2018). Jordan also believed she had moderate internal and external support from building administration, but preferred to have a single day professional development from Scholastic (Survey, February 20, 2018).

Jordan felt Read 180 should align with county and state standards in order for students to be successful. Jordan revealed, “with the lesson plans I have I follow the county and state guidelines and anything I feel is left out I can always ‘spice’ it up as a supplement.” Based on Jordan’s interview, she was adamant the program works well with the addition of supplements to prepare students for formal and informal assessments. Jordan placed a lot of emphasis on how well her students measured on local and state mandated assessments, and felt the assessment data was reflective of her success with Read 180. Jordan deemed consistency as an important element of acceptance of implementation along with teacher buy-in. Jordan revealed:

The students know what is expected (vocabulary, reading, order of transition from station to station). I like the format because it allows me to take SPED students and I feel like I

am doing more for my school community. I have to be excited about the program to allow the students to be more acceptable to the program. (Interview, February 13, 2018)

Based on Jordan's responses, she incorporated aspects of the situated learning theory where she allowed students to develop cognitive skills that promoted interaction with a more experienced facilitator (Collins et al., 1991) based on her acceptance of implementation. Jordan also stated, "I feel my acceptance is based on training and I feel I could have used more external training from Scholastic and more internal support within the school system" (Survey, February 20, 2018). Jordan believed training is important as a new teacher; however, once you developed experience with the program you could make script adjustments based on county and state expectations.

Lauren expressed that she wished she could add more value to the training component for Jordan and offer assistance as needed. Lauren stated:

My contribution to Read 180 is to monitor the program and the data. I ensure that we get the students who will benefit the most in the program. I also check in with the teacher and students frequently and praise the students on the gains they make. For evaluation purposes, I use our county evaluation form and Administrative Walkthrough form when evaluating the fidelity of implementation. When I observe the classroom, I always look at the teacher's manual and what the students are doing in their Rbook. (Principal Interview, February 16, 2018)

Summary

Extensive data analysis identified common themes among teachers with principal input based on data collected through interviews, video observations, and surveys. Sunshine Public Schools has various levels of instructional delivery within their school settings that impacted

teachers' perceptions of Read 180 within their school setting. Based on the data, a response to each research question viewed similarities and differences in teachers' perceptions within eight elementary schools.

The experiences from this study highlighted how teachers' perceptions are posited on teacher training and support at the administrative level. It can be gleaned from this study that script adherence and implementation fidelity existed among most teachers; however, some teachers believed supplemental resources were necessary to meet mandates from district, local and state initiatives as means for enhancing the program. Also, some teachers were heavily focused on presenting meaningful gains through data to building principals due to the level of importance placed on reading instruction. Thus, teachers' perceptions revealed that script adherence and implementation fidelity were important elements in scripted instruction, but at times supplemental materials were needed to enhance a prescribed reading program that supported reading comprehension.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this multiple case study examined fifth-grade Read 180 teachers' perceptions of a commercial scripted reading program and how their perceptions might influence implementation at eight elementary schools in only one school district in Virginia. Past research highlighted how teachers' knowledge, support, or resistance impact implementation fidelity and script adherence (Valencia et al., 2006; Datnow & Castellano, 2000). A summary of findings and a cross case synthesis are reported based on the research questions. Discussion of the findings and implications in conjunction with implications of the relevant literature and the situated learning theory are reviewed. Implications of the study along with delimitations and limitations are summarized. Finally, recommendations for future research are presented before the summarization of the study.

Summary of Findings

A summary of the findings is presented in this section as they relate to the research questions that guided this study. Through analysis of the data collected through interviews, video observations, and surveys five major themes emerged from the data that included: additional resources, script adherence, results from data, acceptance of implementation, and more training. The research questions were examined in relation to the discovered themes and subthemes and an answer to each research question was then evident. Each question is presented and followed by relevant findings developed from participant responses. The findings include perceptions of Read 180 teachers and administrators based on their level of interaction with Read 180.

Research Question One

Research Question One asked, “What were the teachers’ perceptions of a commercial scripted reading program on student comprehension?” The study revealed that some teachers and principals perceive Read 180 as an effective tool for improve reading comprehension based on supported research. Interview responses indicated that the majority of teachers believe Read 180 improves comprehension if the program is utilized with script adherence and implementation fidelity. However, there were some teacher and principal responses that included the perception that Read 180 is not sufficient for improving student comprehension and supplemental materials should be added in order to experience positive gains in comprehension. A point of reference based on these perceptions is whether script adherence can be achieved if supplemental materials and resources are added. It would denote that the program would no longer be considered a scripted reading program if deviation occurs outside of the required core values of the program. A select few of principal responses included perceptions that the data does not provide adequate information to determine if student goals and objectives are being met in the area of comprehension.

Research Question Two

Research Question Two asked, “What were the teachers’ perceptions of professional practice of implementing commercial scripted reading programs?” According to participant responses, many teachers perceive professional practice as the ability to conform to script adherence. Teacher interview and responses indicated that script adherence was important to professional practice regarding aligning the scripted program with Standard of Learning (SOLs). Other teacher interview responses denoted that script adherence was important to a certain extent; however, supplemental materials should be added in order to enhance the program. Some

principal responses indicated the perception that script adherence was imperative in implementation fidelity as intended by the program author while others indicated the perception that the expectation of supervisory leadership does not require teachers to adhere to total script adherence. The perception of deviation from the script to add supplemental resources seemed to be a pressure point in an effort to ensure that students were prepared for SOLs. Thus, teachers added learning materials where they felt appropriate in hopes of covering all bases where they felt Read 180 lacked coverage.

Teacher survey responses included the perception that sufficient training and support was imperative although sufficient and consistent training and support is non-existence outside of supportive tech of Read 180. Principal survey responses indicated the perception that they were not trained in Read 180 and could not provide support for operation and questions on the program. Participant responses to the principal survey questions indicated that their primary role was to supervise the program and to assess the data provided although teachers were observed and assessed on a county teacher cycle to determine their level of competency within the school district as a teacher. According to participant responses, all principals were concerned with the data from Read 180 and used data to determine if the program was meeting the goals and objectives of formal and informal assessments of the school, county, and state. The perception of training and support was almost synonymous across the board between teachers and principals and it was deemed as a necessary element in an effort to implement Read 180 in conjunction with professional practice.

Research Question Three

Research Question Three asked, “How did acceptance of following a scripted reading program affect implementation of the program?” Based on participant responses, many teachers

perceive their acceptance as major factor on how well students participate in the program. The perception of student buy-in was determined as an indicator of accurate student data based on level of teacher buy-in. The perception of teacher buy-in was prevalent among all teachers as a means for acceptance through implementation. Based on participant video responses, many teachers perceive their level of enthusiasm and excitement as major conduits of student acceptance. According to participant responses, a few teachers perceive that their acceptance hinges on the premise of training and support and stress the point that it is hard to accept something you do not fully understand. Training is an area that teachers perceived as a weakness of the school district in preparation and on-going support of the program.

Findings also included perceptions that principals were not much support and lack the necessary training to add value and input to the operation of the program. Data derived from principals' individual responses indicates that the Read 180 teacher is the main individual who receives the training and is responsible for executing the program with a certain degree of fidelity at each school. Principal interview responses also indicated the perception that data regarding the results of Read 180 was primarily the main concern.

Discussion

The discussion of the findings of this multiple case study included examining the correlation of the empirical and theoretical literature reviewed in Chapter Two. The empirical and theoretical literature are discussed in the context of corroboration, extension, and diversion of previous research. Novel contributions from this study are discussed in the context of contribution to the literature and an extension on the theory informing the topic.

Empirical Research

Reading is an integral part of the development of avid readers and it must start in elementary school. Rasinski et al. (2012) stressed the importance of reading and how fluent reading begins in elementary school. Prior research revealed that children who fall behind early in reading rarely catch up with their grade level peers (Van Kraayenoord, 2011). Therefore, it is vital that reading intervention and identification occur early in student reading instruction. Beginner readers must have exposure to exercise fluency skills and without the existence of phonological awareness, alphabetical principle, fluency, vocabulary knowledge, and text comprehension strategies the reader will fall behind (Gyovai et al., 2009). When readers do not acquire these fluency skills, they fall into the category of struggling readers. Torgesen (1998) communicated that it is difficult to reach a student that has fallen behind once they have exited elementary school and entered into secondary education. Findings from this multiple case study corroborated the importance of reading instruction from fifth-grade elementary teachers about script adherence and implementation fidelity as it pertains to teaching necessary fluency skills to achieved desired results.

Demko (2010) also communicated perceptions about scripted reading programs and how they were found to be an effective strategy in teaching readers who are at-risk where the researchers who write the script determines instruction and not the classroom teacher. This is posited on the effectiveness of classroom teachers and is contingent upon their overall perception in relation to acceptance of implementation and script adherence. Additionally, Klassen and Chiu (2010) asserted perceptions of self-actualization stemming from daily work activities are associated with higher level of job performance in the classroom and successful outcomes.

Teacher script adherence to program implementation coincides with its success and outcomes and is a measuring tool on whether the intervention is effective or not. According to Cantrell et al. (2013), the application of the intervention as designed in accordance with evidence-based practices implemented with high fidelity will result in improved outcomes where low fidelity will lead to poorer outcomes. Findings in this multiple case study extend beyond the reports of Demko (2010), Klassen and Chiu (2010), and Cantrell et al. to include perceptions of acceptance of implementation and script adherence as necessary components to teacher effectiveness.

One of the most critical findings from previous research concerning teaching reading was reading knowledge for implementation. Commeyras (2007) revealed new teachers need foundational knowledge of teaching reading in order to be ready for whatever mandates or directives await them in their schools where they teach. Read 180 teachers often receive the same professional development and in-service training that all teachers receive regardless of course specific content. Research on professional development suggests that traditional efforts to teach innovations to teachers have little real impact on instruction (Fullan, 2001). Findings from this multiple case study corroborated Commeyras findings in that most teachers are not prepared to teach reading and desperately demand more training in order to effectively implement the program. This multiple case study also extended research beyond Commeyras and Fullan (2001) studies by demonstrating perceptions about sufficient training that is indicative from teachers to administrators.

The current study endorses previous research cited in this section and in Chapter Two. The most significant advancement of the current body of research was that this multiple case study offered findings concerning teachers' perceptions which were condensed into five

important themes. This study advanced the findings from previous studies to support teachers' perceptions and how additional resources, availability of assessments, acceptance of implementation, script adherence, and more training impact outcomes of scripted instruction. The novel contribution to the research that this study provided included the development of the themes derived from participant perceptions, which were analyzed according to how they implemented Read 180. Therefore, information can be obtained from this multiple case study that is relevant for current or future teachers and administrators to use in establishing sound practices of implementation for Read 180.

Theoretical Research

The theories of situated learning, constructivism, and sociocultural learning were used as the conceptual framework for this multiple case study. Theoretical research concerning these theories and its advancement is established by this multiple case study. This multiple case study also extends the previous research and makes a fresh contribution to the body of research in relation of empirical evidence supporting the theories through contextual analysis to offer insight on how the theory can be applied to teachers' perceptions.

Situated learning. Both Brown et al. (1989) and Jean Lave (1991) made assertions in their respective theories that a primary goal of learning is to occur in the social context within it is used. What fluctuates about these assertions, is Brown et al. argued that formal learning is often different from authentic activity in culture. Further, Brown et al. posited that achieving authenticity could be achieved through cognitive apprenticeship where students achieve authenticity through social interaction in conjunction with the traditional apprenticeship model. Data from this study revealed that Read 180 teachers tried to identify ways in which cognitive apprenticeship leads to teaching cognitive skills that promote interaction with a more

experienced facilitator. Read 180 teachers gave students opportunity to interact with them as the facilitator and other students.

Lave (1991) focused on social interaction and noted that learners become involved in a community of practice, which embodies certain beliefs and behaviors to be acquired. Lave (1991) asserted that during social interaction, students develop a community conducive to beliefs and learning objectives. Lave further avowed that this could be applied to the context of technology-based learning for schools that seek to develop problem-solving skills. Harley (1993) supports the potential of educational technology to bring situated learning within the reach of the student in the classroom, particularly through developments in virtual reality and interactive lessons. Data from this study extended previous research in that when students learn in the situated context of their environment, they experience context, culture, and technology-based problem-solving skills as part of the situated learning theory (Lave, 1991). When embracing the components of these theories, Read 180 teachers are likely developing a community of learners conducive to beliefs and learning objectives.

This multiple case study provided empirical research that corroborates the situated learning theory in relation to how Read 180 teachers may apply the theory to scripted instruction in a social context. The situated learning theory is connected to Read 180 teachers in a situated classroom culture where students interact with various components of the scripted program through activities, instruction, and social interaction. The situated learning theory is also applied through the scope of computer-based technology where students experience individualized instruction to acquire reading problem-solving skills. This study also extended the application of the situated learning theory from teachers to administrators' and how they could potentially apply it to enhancing student learning experiences as they interact with the scripted program to

increase overall support through training and results within the context of the learning culture. This study also provided a novel contribution to situated learning studies by assessing participant responses within the context of the situated learning theory and extending the theory of situated learning for practical applications by teachers within schools for the purpose of increasing change in the implementation of scripted reading programs.

Constructivism. The major constructivism theorist for this multiple case study is Bruner (1966). Bruner concentrated on learners creating their own understanding based on interactions and the context in which they occur. Bruner posited that learners select and transform information, construct hypotheses, and make decisions, relying on a cognitive structure to do so. For example, Bruner encourages dialog between the teacher and the student in an effort for students to discover principles for themselves. In application of the constructivist theory to Read 180, Bruner designated the task of the instructor to organize the curriculum in a spiral manner to allow students to constantly build upon what they already have learned.

This multiple case study provides empirical research that corroborates constructivism in relation to depicting how Read 180 teachers may apply its theoretical premise to create learners based on the context of their interaction with scripted instruction. This study extends the application of constructivism from teachers to administrators' and how they can potentially apply it to pertinent training needed to foster dialog between the student and teacher. This study also provides a novel contribution to constructivism studies by offering details about scripted reading and how it interlocks with constructivism.

Sociocultural learning. Vygotsky (1986) explained much of the zone of proximal development (ZPD) in terms of student learning at a high level of difficulty with the availability of peer support or teacher modeled strategies. Vygotsky explained much of student learning and

how their peers impact their ability to acquire information in social scenarios. In an application to the classroom, Vygotsky referred to the teacher as the facilitator to discover how learners directly impact one another while developing cultural norms that affect learning behavior. In other words, scripted learning platforms that integrate concepts of the sociocultural learning theory are more likely to enhance the effectiveness of the scripted curriculum. This multiple case study provides empirical research that corroborates the sociocultural learning theory in relation to students learning through various modalities of peer and teacher support. This study extends the application of sociocultural learning in the context of student learning through social experiences in the classroom. This study also provides a novel contribution to sociocultural learning and how it can be infused into scripted reading programs.

Implications

Theoretical, empirical, and practical implications are presented in this section.

Theoretical implications involve the effect that the findings of this multiple case study may have on constructivism (Bruner, 1966), sociocultural learning theory (Vygotsky, 1986) and the situated learning theory (Lave, 1991), which guided this study. Empirical conclusions or implications are then established that extend the scope of knowledge to the current body of research. Practical implications of importance are then discoursed, so teachers, school principals, and district officials to consider in their decision of implementing, training, and supervising Read 180.

Theoretical Implications

The conceptual framework of this multiple case study applies to constructivism (Bruner, 1966), sociocultural learning theory (Vygotsky, 1986) and situated learning theory (Lave, 1991) to teachers' perceptions of scripted reading on reading comprehension. Teachers could possibly

use constructivism to help students process information learned as they rotate through stations of Read 180 acquiring knowledge needed to improve reading comprehension. During this process, teachers could potentially use the theory of constructivism to allow students to transform information and make decisions to discover principles for themselves as they read. The theoretical implication for constructivism is that this study examined teachers' perceptions and how they impact students as they use constructs to develop skills based on a cognitive structure.

In addition to the link between constructivism and teachers' perceptions, sociocultural theory should be considered when reviewing perceptions of teachers on reading comprehension. Sociocultural learning embodies learning as a social process and is the framework in the development of cognition. Sociocultural learning characteristics such as interaction with others and the zone of exploration where students are cognitively prepared but requires social interaction to fully develop can lead to student growth in comprehension (Tudge, 1992). Teachers could potentially use the sociocultural learning theory to scaffold lessons to support students as they develop complex skills to improve reading comprehension. Teachers could also use sociocultural learning to create collaborative learning opportunities during station rotations that support intellectual reading knowledge and skills that facilitates intentional learning through goal mastery. Goal-based objectives reduce larger tasks into more attainable tasks for students. This method engages the ZPD (Vygotsky, 1986) to consistently expand what a student is capable of doing with help of a more knowledgeable facilitator. Thus, teachers could potentially use Read 180 to set measurable goals and objectives through formative and summative assessments that are designed to improve reading comprehension and meet desired Lexile goals. The theoretical implications for sociocultural learning (Vygotsky, 1986) that may be garnered from this multiple case study are that the sociocultural learning characteristics may be used as a

conduit to view teachers' perceptions before implementation to effectively impact student comprehension.

An additional link that should also be connected with constructivism and the sociocultural theory is the situated learning theory. Situated learning is premised in knowledge acquisition and has been applied in the context of technology-based learning where students use technology to focus on problem-solving skills (Cognition & Technology Group at Vanderbilt, 1993). Also, knowledge is presented in an authentic context where learners benefit from social interaction and collaboration. Teachers could potentially apply situated learning to Read 180 as part of the rotation cycle where students interact with technology to build comprehension skills through utilizing problem-solving skills. The theoretical implications for the situated learning theory (Lave, 1991) that may be gleaned from this multiple case study are that situated learning may be used as a lens to view Read 180 implementation prior to proceeding with the implementation in order to positively inspire teacher perception of the program.

Empirical Implications

The literature pertaining to teachers' perceptions, as applied to this multiple case study, is literature reporting implementation throughout Read 180 is limited in nature as reviewed in Chapter One. The findings from this multiple case study increased the body of research by highlighting participants' perceptions of the scripted program throughout the process rather than the effectiveness of the process itself, specifically at the elementary grade levels. This qualitative study extends the scope of the body of research concerning the situated learning theory and Read 180 implementation recommended by several research studies (Ainsworth et al., 2012; Haslam et al., 2006; Thomas, 2003; White, Haslam, & Hewes, 2006; White, Williams, & Haslem, 2005; Woods, 2007).

Practical Implications

“Situated learning emphasizes the inherently socially negotiated quality of meaning and the interested, concerned character of the thought and action of persons engaged in activity” (Lave, 1991). Lave (1991) asserted the importance of social interaction as a conduit for students engaged in activity for the purpose of acquiring knowledge. Lave concluded that the learning experiences for students should include a framework where learning takes place through relationships between people and connecting prior knowledge with authentic, informal, and often unintended contextual learning. The situated learning theory is desired by teachers, but it is not always applied directly due to certain areas of teacher observations that school principals deem necessary for effective performance evaluations. Brown et al. (1989) proclaimed many teaching practices have inevitably diminished effectiveness because they implicitly assume that conceptual knowledge can be taken from situations in which it’s learned. Thus, the authenticity of students’ learning is captured in their participation in the delivery of ongoing instruction in a classroom.

The practical implications for school principals include using the results of the multiple case study to systematically plan how to use situated learning parameters before, during, and after the implementation of Read 180 in an elementary school setting. Principals should methodically be clear about planning and scheduling Read 180 classes, and they should advocate for more training to better serve staff and students from district officials to establish a community of situated learners. Principals should also obtain enough knowledge to provide effective guidance and support during implementation and instruction to foster teacher buy-in, script adherence, and fidelity of program practices. Practical implications for teachers that may be gathered from this study include seeking more training for best practices of the scripted

program, using the knowledge from this study to provide feedback and suggestions to building principals and district officials, and subscribing to a level of fidelity that promotes positive perceptions to other teachers.

Delimitations and Limitations

Delimitations are restrictions or boundaries set for the study (Patton, 2002). A multiple case study was appropriate for the purposive sampling of teacher perception and scripted reading programs as the bounded system. Thus, this sampling involved studying cases in depth to understand important cases rather than generalizing from a sample to a population (Patton, 2002).

The primary delimitation of this multiple case study was the decision to assess only fifth-grade teachers in eight elementary schools who taught Read 180 from a script. To add to this delimitation, only one school district in Virginia was used in the study. Another delimitation of the study was that the perceptions of teachers may not be considered in the school district planning phase for future growth and improvements. A final delimitation was the cost of the program and the number of licenses each teacher was issued. The program is expensive, and teachers are only issued a set number of site licenses, which places a limit on how many students can be enrolled in the program at a specific time. The results of the study may also not be indicative of school districts with different demographics.

The first limitation of this study was the generality of the findings from the multiple case study (Yin, 2014). The results were not all inclusive of all teachers' perceptions of Read 180 due to the sample selected and the focus on fifth-grade teachers in eight elementary schools. The second limitation of this study was the learning environment of Read 180 class. The researcher cannot control the environment and must be upfront and reveal biases to foster open

communication as the human instrument of the study in order to capture everyday situations (Yin, 2014). The third limitation was different teacher implementation of the Read 180 script and their ability to follow it as directed by the commercial provider. Although the program has a general structure designed for effectiveness, all teachers have a different teaching style. The fourth limitation was the cost of the program. The initial cost for 60 licenses is around \$37,000 per edition. This included student and teacher materials, and some training for teachers (Scholastic, 2014). This program is relatively expensive, and it limits the number of students who can participate in the program. This expenditure becomes a challenge when the number of students who need remediation exceeds the number of licenses each school district is able to afford.

The last limitation was the teachers' past experiences in teaching. Veteran teachers' have different instructional experiences based on classes previously taught in classes that did not follow a script. This prior knowledge based on previous teaching experience could potentially hinder their ability to faithfully commit to implementation fidelity and script adherence, which could affect the overall effectiveness of the program. These limitations could not be controlled by the researcher. The limitations may have potentially influenced the findings of the study in an overly positive manner.

Recommendations for Future Research

More questions can be developed on scripted reading programs in various components to examine how perceptions influence implementation fidelity, script adherence, supplemental materials, training, and teacher buy-in. Further qualitative studies that assess teachers' use of constructivism techniques to upsurge the desired responses from teachers are needed to expand this current body of research. Further qualitative studies are also needed to examine the use of

the situated learning theory on scripted reading programs and how it impacts student learning. These studies are needed in order to develop methodical training practices for building principals and teachers to improve supervision, training, and implementation procedures. As future studies emerge, other school districts and states will be able to adopt, train, and implement scripted reading programs that embody constructivism techniques to influence teachers' perceptions and promote social interaction in a situated learning context.

Summary

Findings in this multiple case study were summarized as they pertained to the research questions. Findings were then discussed in relation of their corroboration, extension, and novel contribution to the current body of research. Theoretical, empirical, and practical implications for the findings were presented in a detailed manner. Delimitations and limitations of this multiple case study were also reviewed. Last, recommendations for future research were presented. In conclusion, fifth-grade teachers' perceptions of scripted reading programs have a direct influence before, during, and after the implementation at the elementary school level. For this multiple case study, it was concluded that the importance of adequate training and principal support throughout the implementation process is needed in order to successfully implement a scripted reading program where learners receive maximized benefits.

REFERENCES

- Abusabha, R., & Woelfel, M. L. (2003). Qualitative vs. quantitative methods: Two opposites that make a perfect match. *Journal of the American Dietetic Association, 103*, 566-575.
<https://doi.org/10.1053/jada.2003.50129>
- Ainsworth, M. T., Ortlieb, E., Cheek, E. H., Pate, R. S., & Fetters, C. (2012). First-grade teachers' perception and implementation of a semi-scripted reading curriculum. *Language and Education, 26*, 77-90.
<https://doi.org/10.1080/09500782.2011.618540>
- Al-Darayseh, A. M. T. A. (2014). The impact of using explicit/implicit vocabulary teaching strategies on improving students' vocabulary and reading comprehension. *Theory and Practice in Language Studies, 4*, 1109-1118. <https://doi.org/10.4304/tpls.4.6.1109-1118>
- Almack, J. C., & Staffelbach, E. H. (1933). Method in teaching spelling. In R. D. Robinson (Ed.), *Readings in reading instruction: Its history, theory, and development* (pp. 126 – 132). Boston: Pearson.
- An, S. (2013). Schema theory in reading. *Theory and Practice in Language Studies, 3*, 130.
<https://doi.org/10.4304/tpls.3.1.130-134>
- Andreassen, R., & Braten, I. (2011). Implementation and effects of explicit reading comprehension instruction in fifth-grade classrooms. *Learning and Instruction, 21*, 520-537. <https://doi.org/10.1016/j.learninstruc.2010.08.003>
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.
- Armbruster, B. B. (2010). *Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3*. DIANE Publishing.

- Balmuth, M. (1992). *The roots of phonics: a historical introduction*. Baltimore: York Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Barbour, R. S. (2001). Checklists for improving rigor in qualitative research: A case of the tail wagging the dog. *British Medical Journal*, *322*, 1115-1117.
<https://doi.org/10.1136/bmj.322.7294.1115>
- Bashir, A. S., & Hook, P. E. (2009). Fluency: A key link between word identification and comprehension. *Language, Speech, and Hearing Services in Schools*, *40*, 196-200.
[https://doi.org/10.1044/0161-1461\(2008/08-0074\)](https://doi.org/10.1044/0161-1461(2008/08-0074))
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford Press.
- Benner, G. J., Nelson, J. R., Stage, S. A., & Ralston, N. C. (2010). The influence of fidelity of implementation on the reading outcomes of middle school students experiencing reading difficulties. *Remedial and Special Education*, *32*, 79-88.
<https://doi.org/10.1177/0741932510361265>
- Bentea, C. (2012). Teachers' motivation and satisfaction for professional activity. *Procedia – Social and Behavioral Sciences*, *33*, 563-567.
<https://doi.org/10.1016/j.sbspro.2012.01.184>
- Betoret, F. D. (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology*, *26*, 519 –539.
<https://doi.org/10.1080/01443410500342492>
- Betts, E. A. (1937). Teacher analysis of reading disabilities. In R. D. Robinson (Ed.), *Readings in reading instruction: Its history, theory and development* (pp. 207 – 211). Boston: Pearson.

- Biancarosa, G., & Snow, C. E. (2004). *Reading next: A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Alliance for Excellent Education.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42. <https://doi.org/10.21236/ada204690>
- Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge, Mass: Belknap Press of Harvard University. <https://doi.org/10.2307/4441791>
- Byrne, M. M. (2001). Evaluating findings of qualitative research. *AORN Journal*, 73, 703-704. [https://doi.org/10.1016/s0001-2092\(06\)61966-2](https://doi.org/10.1016/s0001-2092(06)61966-2)
- Burnett, C. (2010). Technology and literacy in early childhood educational settings: A review of research. *Journal of Early Childhood Literacy*, 10, 247-270. <https://doi.org/10.1177/1468798410372154>
- Burns, M. K. (2002). Utilizing a comprehensive system of assessment to intervention using curriculum-based assessments. *Intervention in School and Clinic*, 38, 8-13.
- Cain, K., & Oakhill, J. (2011). Matthew effects in young readers reading comprehension and reading experience aid vocabulary development. *Journal of Learning Disabilities*, 44, 431-443. <https://doi.org/10.1177/0022219411410042>
- Cambria, J., & Guthrie, J. T. (2010). Motivating and engaging students in reading. *New England Reading Association Journal*, 46(1), 16.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (2013). reading intervention in middle and high schools: Implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*, 34, 26-58. doi:10.1080/02702711.2011.577695

- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology, 95*, 821–832. <https://doi.org/10.1037/0022-0663.95.4.821>
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*, 473–490. <https://doi.org/10.1016/j.jsp.2006.09.001>
- Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implement Sci, 2*, 40. <https://doi.org/10.1186/1748-5908-2-40>
- Chamberlain, S. P. (2006). An interview with Sharon Vaughn: The state of reading research and instruction for struggling readers. *Intervention in School and Clinic, 41*, 169–174. <https://doi.org/10.1177/10534512060410030701>
- Chard, D. J., Vaughn, S., & Tyler, B. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities, 35*, 386 – 406. <https://doi.org/10.1177/00222194020350050101>
- Cheesman, E. A., McGuire, J. M., Shankweiler, D., & Coyne, M. (2009). First-year teacher knowledge of phonemic awareness and its instruction. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 32*, 270-289. <https://doi.org/10.1177/0888406409339685>
- Clay, M. (1926–2007). *Literacy, 41*(3), 115–117. <https://doi.org/10.1111/j.1467-9345.2007.00468.x>

- Clinton, B. (1998). President Clinton's call to action for american education in the 21st century. Available from <http://www.ed.gov/updates/PresEDPlan/>
- Cockburn, A. D., & Haydn, T. (2004). *Recruiting and retaining teachers: Understanding why teachers teach*. London, England: Routledge Falmer.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.
- Cognition & Technology Group at Vanderbilt (1993). Anchored instruction and situated cognition revisited. *Educational Technology*, 33, 52-70.
<https://doi.org/10.3102/0013189x019006002>
- Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American educator*, 15(3), 6-11.
- Commeyras, M. (2007). Scripted reading instruction? What's a teacher educator to do?. *Phi Delta Kappan*, 88, 404. <https://doi.org/10.1177/003172170708800515>
- Cullinan, B. E. (2000). Independent reading and school achievement. *Knowledge Quest*, 29(3), 47. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLM_R_IndependentReading_V3.pdf
- Cummins, J. (2007). Pedagogies for the poor? Realigning reading instruction for low-income students with scientifically based reading research. *Educational Researcher*, 36, 564-572
<https://doi.org/10.3102/0013189x07313156>.
- Cunningham, P. (2012). Teaching Phonics. *California Reader*, 45(3), 4-7.

- Datnow, A., & Castellano, M. (2000). Teachers' responses to success for all: How beliefs, experiences and adaptations shape implementation. *American Educational Research Journal*, 37, 775-799. <https://doi.org/10.2307/1163489>
- Demko, M. (2010). Teachers become Zombies: The ugly side of scripted reading curriculum. *Voices from the Middle*, 17(3), 62-64.
- Denton, C. (2008). *Classroom reading instruction that supports struggling readers: Key components for effective teaching*. Washington, DC: RtI Action Network..
- Dewey, J. (1938). *Experiential education*. New York: Collier.
- Downing, J., Williams, J., & Holden, E. (2009). Evaluation effectiveness of a reading remediation program in a public-school setting. *Journal of Applied School Psychology*. 25, 270-285. doi:10.1080/15377900802487201
- Doyle, S. (2007). Member checking with older women: A framework for negotiating meaning. *Healthcare for Women International*, 28, 888-908. <https://doi.org/10.1080/07399330701615325>
- Dresser, R. (2012). The impact of scripted literacy instruction on teachers and students. *Issues in Teacher Education*, 21(1), 71-87. Retrieved from <https://files.eric.ed.gov/fulltext/EJ986817.pdf>
- Duncan-Owens, D. (2009). Scripted reading programs: Fishing for success. *Principal*, 88(3) 26-29.
- Durlak, J. A. (2010). The importance of doing well in whatever you do: A commentary on the special section, "implementation research in early childhood education." *Early Childhood Research Quarterly*, 5, 348-357. <http://dx.doi.Org/10.1016/j.ecresq.2010.03.003>

- Educational Development Center. (2008). *Adolescent literacy*. Retrieved from http://www.education.com/reference/article/Ref_Adolescent_Literacy_2/
- Ellery, V. (2004). *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. Newark, DE: International Reading Association.
- ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).
- Evans, L. (2001). Delving deeper into morale, job satisfaction, and motivation among education professionals. *Educational Management and Administration*, 29, 291–306.
- Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Felton, R. H., & Wood, F. B. (1992). A reading level match study of nonword reading skills in poor readers with varying IQ. *Journal of Learning Disabilities*, 25, 318-326.
<https://doi.org/10.1177/002221949202500506>
- Flesch, R. (1955). *Why Johnny can't read and what you can do about it*. New York: Harper & Row.
- Francis, D. J. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology*, 88, 3-17. <https://doi.org/10.1037//0022-0663.88.1.3>
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

- Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. *The Reading Teacher*, 65, 172-178. <https://doi.org/10.1002/trtr.01024>
- Garan, E. M. (2004). *In defense of our children: When politics, profit, and education collide*. Portsmouth, NH: Heinemann.
- Garcez, A., Duarte, R., & Eisenberg, Z. (2011). Production and analysis of video recordings in qualitative research. *Education and Research*, 37 (2), 249-261.
- Gates, A. (1967). Programmed materials. In R. D. Robinson (Ed.), *Readings in reading instruction: Its history, theory and development* (pp. 226 – 228). Boston: Pearson.
- Glenberg, A. (2011). How reading comprehension is embodied and why that matters. *International Electronic Journal of Elementary Education* 4(1), 5-18.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Graves, D. (2001). *Energy to teach*. Portsmouth, NH: Heinemann.
- Griffith, R. (2008). The impact of a scripted reading program on teachers' professional spirits. *Teaching & Learning*, 22(3), 121-133.
- Gyovai, L. K., Cartledge, G., Kourea, L., Yurick, A., & Gibson, L. (2009). Early reading intervention: responding to the learning needs of young at-risk English language learners. *Learning Disability Quarterly*, 32, 143-162. <https://doi.org/10.2307/27740365>
- Halladay, J. L. (2012). Revisiting key assumptions of the reading level framework. *The Reading Teacher*, 66, 53-62. <https://doi.org/10.1002/trtr.01093>
- Hamilton, L., & Corbett-Whittier, C. (2012). *Using case study in education research*. Thousand Oaks, CA: Sage.

- Hammond, J. H. (2014). Technology and Literacy. *Children in the Information Age: Opportunities for Creativity, Innovation and New Activities*, 189.
- Harley, S. (1993). Situated learning and classroom instruction. *Educational Technology*, 33,(3), 46-51.
- Harn, B., Parisi, D., & Stoolmiller, M. (2013). Balancing fidelity with flexibility and fit: What do we really know about fidelity of implementation in schools? *Exceptional Children*, 79, 181-193. <https://doi.org/10.1177/001440291307900204>
- Haslam, M. B., White, R. N., & Klinge, A. (2006). *Improving student literacy: READ 180 in the Austin Independent School District, 2004–05*. Washington, DC: Policy Studies Associates.
- Hasselbring, T. S., Kinsella, K., & Feldman, K. (2010). *Read 180*. Scholastic, Incorporated.
- Hirsch, E. D. (2006). Building knowledge: The case for bringing content into the language arts block and for a knowledge-rich curriculum core for all children. *American Educator*, 30(1). Retrieved from http://www.aft.org/pubs-reports/american_educator.htm.
- Hodson, D., & Hodson, J. (1998). From constructivism to social constructivism: a Vygotskian perspective on teaching and learning science. *School Science Review*, 79(289), 33-41.
- Hornsby, D., & Wilson, L. (2014). Early literacy is more than phonics. *Practically Primary*, 19(3), 12-15.
- Hook, P. E., & Jones, S. D. (2002). The importance of automaticity and fluency for efficient reading comprehension. *Perspectives*, 28(1), 9-14.
- IES National Center for Education Statistics. (2010). *National Assessment of Educational Progress (NAEP)*. Retrieved from IES National Center for Education Statistics: <http://nces.ed.gov/nationsreportcard/about/>

- Jenkins, J., & Terjeson, K. J. (2011). Monitoring reading growth: Goal setting, measurement frequency, and methods of evaluation. *Learning Disabilities Research & Practice, 26*(1), 28-35. <https://doi.org/10.1111/j.1540-5826.2010.00322.x>
- Jerrolds, B. (1977). *Reading reflections: The history of the International Reading Association*. Newark, DE: International Reading Association.
- Jewitt, C. (2012). Technology, Literacy, Learning. <https://doi.org/10.4324/9780203964101>
- Johnston, P. (1984). Prior knowledge and reading comprehension test bias. *Reading Research Quarterly, 19*, 219–239. <https://doi.org/10.2307/747364>
- Johnston, R., & Watson, J. (2014). *Teaching synthetic phonics* (2nd ed.). Thousand Oaks, CA: Sage.
- Joseph, L. M., & Schisler, R. (2009). Should adolescents go "back" to the basics?: A review of teaching word reading skills to middle and high school students. *Remedial and Special Education, 30*, 131-147. <https://doi.org/10.1177/0741932508315646>
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*, 376 – 407. <https://doi.org/10.1037//0033-2909.127.3.376>
- Kennedy, M. J., & Deshler, D. D. (2010). Literacy instruction, technology, and students with learning disabilities: Research we have, research we need. *Learning Disability Quarterly, 33*, 289-298. <https://doi.org/10.1177/073194871003300406>
- Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of READ

- 180 enterprise. *Educational Evaluation and Policy Analysis*, 33, 183-201.
<https://doi.org/10.3102/0162373711399148>
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102, 741. <https://doi.org/10.1037/a0019237>
- Klassen, R. M. (2009). Teachers' stress: The mediating role of collective efficacy beliefs. *Journal of Educational Research*. 103, 342-350.
<https://doi.org/10.1080/00220670903383069>
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45, 230-251. <https://doi.org/10.1598/rrq.45.2.4>
- Kuhn, M. R., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D., Meisinger, B., . . . Stahl, S. A. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38, 357- 387. doi:10.1207/s15548430jlr3804_1
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95, 3–21. <https://doi.org/10.1037//0022-0663.95.1.3>
- Lakshmi, L. B. (2010). *Reading and Comprehension*. India: Discovery Publishing House.
- Lang, L., Torgesen, J., Vogel, W., Chanter, C., Lefsky, E., & Petscher, Y. (2009). Exploring the relative effectiveness of reading interventions for high school students. *Journal of Research on Educational Effectiveness*, 2, 149–175.
<https://doi.org/10.1080/19345740802641535>
- Lave, J. (1991). Situating learning in communities of practice. *Perspectives on socially shared cognition*, 2, 63-82. <https://doi.org/10.1037/10096-003>

- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.
- Lee, J., Grigg, W., & Donahue, P. (2007). The nation's report card. *Reading, 496*.
- Li, M., & Kirby, J. R. (2015). The effects of vocabulary breadth and depth on English reading. *Applied Linguistics, 36*, 611-634. <https://doi.org/10.1093/applin/amu007>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Liu, X. S., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000–2001. *Teaching and Teacher Education, 24*, 1173-1184. <https://doi.org/10.1016/j.tate.2006.11.010>
- Mann, H. (1865). *Horace Mann on the crisis in education*. Antioch Press.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.
- McClure, M. T. (1916). Perception and thinking. *The Journal of Philosophy, Psychology and Scientific Methods, 345-354*.
- McGuffey, William Holmes (1800-1873). Textbook writer and teacher. American National Biography Online. <https://doi.org/10.1093/anb/9780198606697.article.0900488>
- McKenna, M. J. (2000). Students, agencies, and faculty sign on for academic service learning: A natural partnership for teacher education. *Teacher Education Quarterly, 27* (3), 89-102.
- McKool, S. S. (2007). Factors that influence the decision to read: an investigation of fifth grade students' out-of-school reading habits. *Reading Improvement, 44*(3), 111-131.
- McNamara, D. S. (Ed.). (2012). *Reading comprehension strategies: Theories, interventions, and technologies*. North America: Psychology Press.

- Melekoglu, M. A. (2011). Impact of motivation to read on reading gains for struggling readers with and without learning disabilities. *Learning Disability Quarterly, 34*, 248-261.
<https://doi.org/10.1177/0731948711421761>
- MetaMetrics. (2012). The lexile framework for reading: Lexile-to-grade correspondence.
Retrieved from <http://www.lexile.com/about-lexile/grade-equivalent/gradeequivalent-chart/>
- Miller, J., & Schwanenflugel, P. J. (2006). Prosody of syntactically complex sentences in the oral reading of young children. *Journal of Educational Psychology, 98*, 839-853.
<https://doi.org/10.1037/0022-0663.98.4.839>
- Moe, A., Pazzaglia, F., & Ronconi, L. (2010). When being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching. *Teaching and Teacher Education, 26*, 1145-1153. <https://doi.org/10.1016/j.tate.2010.02.010>
- Monaghan, E. J. (1983). *A common heritage: Noah Webster's blue-back speller*. Hamden, CT: Archon Books.
- Morrow, L. M., & Asbury, E. (2003). *Current practices in early literacy development*. In L. M. Morrow, L. B. Gambrell, & M. Pressley (Eds.), *Best practices in literacy instruction* (2nd ed., pp. 43- 63). New York: Guilford.
- Murphy, P. K., Wilkinson, I. A., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology, 101*(3), 740.
<https://doi.org/10.1037/a0015576>
- Nation, I. S. P. 2001. *Learning vocabulary in another language*. New York, NY: Cambridge University Press.

- Nation, K., Cocksey, J., Taylor, J. S., & Bishop, D. V. (2010). A longitudinal investigation of early reading and language skills in children with poor reading comprehension. *Journal of Child Psychology and Psychiatry*, *51*, 1031-1039. <https://doi.org/10.1111/j.1469-7610.2010.02254.x>
- National Assessment Governing Board. (2013). *National Assessment of Educational Progress. Report on student achievement in largest states sheds light on direction of U.S. education*. Retrieved from <http://www.nagb.org>
- National Center for Educational Statistics. (2005). The nation's report card: Reading 2005. Washington, DC: U.S. Department of Education, [http://nces.ed.gov/nationsreportcard/nrc/reading_iiiath_2005/sO\(X\)2.asp?printver/](http://nces.ed.gov/nationsreportcard/nrc/reading_iiiath_2005/sO(X)2.asp?printver/)
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- National Reading Panel. (2000). Fluency. *In Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for instruction*. Bethesda, MD: National Institutes of Health, National Institute of Child Health & Human Development.
- Neugebauer, S. R. (2013). A daily diary study of reading motivation inside and outside of school: A dynamic approach to motivation to read. *Learning and Individual Differences*, *24*, 152-159. <https://doi.org/10.1016/j.lindif.2012.10.011>
- No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

- O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K-12 curriculum intervention research. *Review of Educational Research, 78*, 33–44. <https://doi.org/10.3102/0034654307313793>
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. Boston, MA: Cengage Learning.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*, 307-332. <https://doi.org/10.2307/1170741>
- Palys, T. (2008). Purposive sampling. In L. M. Given (Ed.) *The sage encyclopedia of qualitative research methods*. (Vol.2). Sage: Los Angeles, pp. 697-8.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Pearson, P. D. (2009). The roots of reading comprehension instruction. *Comprehension Across the Curriculum: Perspectives and Practices in K-12*, 279-314.
- Pearson, P., & Hamm, D. (2005). *The assessment of reading comprehension: A review of practices-past, present, and future*. In S. G. Paris & S. A. Stahl (Eds.), *Children's reading comprehension and assessment* (pp. 13–69). Mahwah, NJ, USA: Lawrence Erlbaum Associates Publishers.
- Pecjak, S., Podlesek, A., & Pirc, T. (2011). Model of reading comprehension for 5th grade students. *Studia Psychologica, 53*(1), 53.
- Perfetti, C. A. 1985. *Reading Ability*. USA: Oxford University Press.
- Perfetti, C. A. 2007. 'Reading ability: Lexical quality to comprehension.' *Scientific Studies of Reading, 11*, 357–83. <https://doi.org/10.1080/10888430701530730>

- Perfetti, C.A., Landi, N. & Oakhill, J. (2005). The acquisition of reading comprehension skill. *The science of reading: A handbook*. (pp. 227–247). Malden, MA: Blackwell Publishing.
- Pressley, M., & Allington, R. L. (2014). *Reading instruction that works: The case for balanced teaching*. New York, NY: Guilford Publications.
- Public Schools K12. (2013). Public school statistics/demographics. Retrieved from <http://publicschools.k12.com>
- Qian, D. D. 1999. 'Assessing the roles of depth and breadth of vocabulary knowledge in reading comprehension,' *Canadian Modern Language Review* 56, 282–308.
<https://doi.org/10.3138/cmlr.56.2.282>
- Qian, D. D. 2002. 'Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective.' *Language Learning* 52, 513–36.
<https://doi.org/10.1111/1467-9922.00193>
- Raines, S. C. (1986). Teacher educator learns from 1st- and 2nd-grade readers and writers. *Childhood Education*, 62(4), 260-264. <https://doi.org/10.1080/00094056.1986.10520248>
- Randall, S., & Koppenhaver, T. (2004). Qualitative data in demography: The sound of silence and other problems. *Demographic Research*, 11, 57-94.
<https://doi.org/10.4054/demres.2004.11.3>
- Rasinski, T. V., Blachowicz, C. L., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices*. New York, NY: Guilford Press.
- Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching reading fluency to struggling readers: Method, materials, and evidence. *Reading & Writing Quarterly*, 25, 192-204.
<https://doi.org/10.1080/10573560802683622>

- Riddle, W. (2012). *What impact will NCLB waivers have on the consistency, complexity and transparency of state accountability systems?* Available from <http://www.cep-dc.org>
- Roberts, M. L., & Shapiro, E. S. (1996). Effects of instructional ratios on students' reading performance in a regular education program. *Journal of School Psychology, 34*, 73–91. [https://doi.org/10.1016/0022-4405\(95\)00026-7](https://doi.org/10.1016/0022-4405(95)00026-7)
- Robinson, R. D. (2005). Reading comprehension. In R. D. Robinson (Ed.), *Readings in reading instruction: Its history, theory and development* (pp. 86 – 87). Boston: Pearson.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. W. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.
- Samuels, S. J. (2012). Reading fluency. *Fluency Instruction: Research-based Best Practices*, 1.
- Santoro, D. A. (2016). “We're not going to do that because it's not right”: Using pedagogical responsibility to reframe the doublespeak of fidelity. *Educational Theory, 66*, 263-277. <https://doi.org/10.1111/edth.12167>
- Scholastic Inc. (2011). *READ 180 reading intervention program: A comprehensive reading intervention solution*. Retrieved from <http://teacher.scholastic.com/products/read180/overview/>
- Scholastic Inc. (2014). *READ 180 reading intervention program: A comprehensive reading intervention solution*. Retrieved from <http://teacher.scholastic.com/products/read180/overview/>
- Schwanenflugel, P. J., Kuhn, M. R., Morris, R. D., Morrow, L. M., Meisinger, E. B., Woo, D. G., . . . Sevcik, R. (2009). Insights into fluency instruction: Short- and long-term effects of two reading programs. *Literacy Research and Instruction, 48*, 318-336. [doi:10.1080/19388070802422415](https://doi.org/10.1080/19388070802422415)

- Shankweiler, D., & Fowler, A. E. (2004). Questions people ask about the role of phonological processes in learning to read. *Reading and Writing, 18*, 483-515.
<https://doi.org/10.1023/b:read.0000044598.81628.e6>
- Shannon, P. (2005). The use of commercial reading materials in American elementary schools. *Reading Research Quarterly, 19*, 68-85. <https://doi.org/10.2307/747338>
- Shapiro, E. S. (1992). Use of Gickling's model of curriculum-based assessment to improve reading in elementary age students. *School Psychology Review, 21*, 168-176.
- Shapiro, E. S., & Ager, C. (1992). Assessment of special education students in regular education programs: Linking assessment to instruction. *Elementary School Journal, 92*, 283-296.
<https://doi.org/10.1086/461693>
- Shapiro, L. R., & Solity, J. (2015). Differing effects of two synthetic phonics programmes on early reading development. *British Journal of Educational Psychology, 86*, 182-203
<https://doi.org/10.1111/bjep.12097>
- Shaywitz, S. E., Escobar, M. D., Shaywitz, B. A., Fletcher, J. M., & Makuch, R. (1992). Distribution and temporal stability of dyslexia in an epidemiological sample of 414 children followed longitudinally. *New England Journal of Medicine, 326*, 145-150.
- Shelton, N. R. (2010). Program fidelity in two reading mastery classrooms: A view from the inside. *Literacy Research and Instruction, 49*, 315-333.
<https://doi.org/10.1080/19388070903229404>
- Simpson, A. (2010). Integrating technology with literacy: Using teacher-guided collaborative online learning to encourage critical thinking. *Research in Learning Technology, 18*,
<https://doi.org/10.3402/rlt.v18i2.10757>

- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology, 99*, 611– 625. <https://doi.org/10.1037/0022-0663.99.3.611>
- Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly, 43*, 290-322. doi:10.1598/RRQ.43.3.4
- Slavin, R. E., Lake, C., Davis, S., & Madden, N. A. (2011). Effective programs for struggling readers: A best-evidence synthesis. *Educational Research Review, 6*, 1-26. <https://doi.org/10.1016/j.edurev.2010.07.002>
- Snow, C.E., Burns, M.S., & Griffin, P. (eds.) (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press, 432 pp. *Psychology in the Schools, 39*(3), 343–344. <https://doi.org/10.1002/pits.10011>
- Snow, C. E., Griffin, P., & Burns, M. S. (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass.
- Stahl, S. A., & Fairbanks, M. M. (1986). The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis. *Review of Educational Research, 56*(1), 72. <https://doi.org/10.2307/1170287>
- Stahl, K. D. (2012). Complex text or frustration-level text: Using shared reading to bridge the difference. *Reading Teacher, 66*, 47-51. doi:10.1002/TRTR.01102
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2013). *Multiple case study analysis*. New York, NY: Guilford Press.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21* 360 – 406.

- Thomas, J. (2003). *Reading program evaluation: READ 180®, Grades 4-8* (Kirkwood School District, MO). Kirkwood, MO: Kirkwood School District.
- Tierney, R. J. (2000). How will literacy be assessed in the next millennium? In R. D. Robinson (Ed.), *Readings in reading instruction: Its history, theory and development* (pp. 49-59). Boston: Pearson.
- Torgesen, J. K. (1998). *Catch them before they fall: Identification and assessment to prevent reading failure in young children* (on-line). Retrieved from <http://www.readingrockets.org/article/catch-them-they-fall-identification-and-assessment-prevent-reading-failure-young-children>
- Travers, P. D., & Ramsey, W. Z. (1974). Initial teaching alphabet a hundred years ago?. *The Elementary School Journal*, 74, 274-279. <https://doi.org/10.1086/460830>
- Tripp, T. R., & Rich, P. J. (2012). The influence of video analysis on the process of teacher change. *Teaching and teacher education*, 28(5), 728-739. <https://doi.org/10.1016/j.tate.2012.01.011>
- Tudge, J. (1992). Vygotsky, the zone of proximal development, and peer collaboration: Implications for classroom practice. In Vygotsky and education. <https://doi.org/10.1017/cbo9781139173674.008>
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress. (2015). *Reading Assessments*. Retrieved from http://nationsreportcard.gov/reading_2015/nat_g8.aspx
- U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2009, October). *What Works Clearinghouse Intervention Report: Adolescent literacy*. Retrieved from <http://whatworks.ed.gov>

- Valencia, S., Place, N., Martin, S., Grossman, P. (2006). Curriculum materials for elementary reading: Shackles and scaffolds for four beginning teachers. *The Elementary School Journal*, 107, 93-120. <https://doi.org/10.1086/509528>
- Van Kraayenoord, C. E. (2011). Evidence-based reading practices for response to intervention. *Reading Research Quarterly*, 45, 363 – 376. doi:10.1598/RRQ.45.3.5
- Wertsch, J. V. (2000). Intersubjectivity and alterity in human communication. *Communication: An arena of development*, 17-31.
- Whalley, K., & Hansen, J. (2006). The role of prosody sensitivity in children's reading. *Journal of Research in Reading*, 29, 288-303.
- White, R. N., Haslam, M. B., & Hewes, G. M. (2006). *Improving student literacy: READ 180 in the Phoenix Union High School District, 2003–04 and 2004–05*. Washington, DC: Policy Studies Associates.
- White, R., Williams, I., & Haslem, M. (2005). *Performance of District 23 students participating in Scholastic READ 180®* (Policy Studies Associates). Washington, DC: Policy Studies Associates.
- Wink, J., & Putney, L. G. (2002). *A vision of Vygotsky*. Allyn & Bacon.
- Witty, P. (1949). On the Teaching of Reading. *The English Journal*, 38(7), 416.
<https://doi.org/10.2307/807647>
- Woods, D. E. (2007). *An investigation of the effects of a middle school reading intervention on school dropout rates* (Unpublished doctoral dissertation). Virginia Polytechnic Institute and State University, Blacksburg.
- Yin, R. K. (2014). *Case study research: Design and methods*. (5th ed.). Thousand Oaks, CA: SAGE Publication, Inc.

Yovanoff, P., Duesbery, L., Alonzo, J., & Tindal, G. (2005). Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues & Practice*, 24, 4-12.
doi:10.1111/j.1745-3992.2005.00014.x

APPENDICES**Appendix A: Permission to Conduct Research****LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

November 28, 2017

Antonio Hairston

IRB Approval 3035.112817: A Multiple Case Study on Fifth Grade Teachers' Perceptions of Scripted Reading Programs Impact on Reading Comprehension

Dear Antonio Hairston,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,



Administrative Chair of Institutional Research
The Graduate School

LIBERTY
UNIVERSITY.

Liberty University | Training Champions for Christ since 1971

Appendix B: Recruitment Letter

2/25/2017

[Recipient]

[READ 180 Teacher]

School District A

[Address 1]

Dear READ 180 Teacher:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree in Educational Leadership. The purpose of this qualitative multiple case study is to explore fifth-grade READ 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools, and I am writing to invite you to participate in my study. If you are willing to participate, you will be asked to:

1. Allow your classes to be video recorded. As part of the approval to conduct my study from the superintendent, I am only allowed to collect data after school hours and not during the school day. I will review video recordings of your class in the evenings, and I have a letter of approval that will be sent home to parents who have a student in your classroom. The video recordings will be for one week at your selected school.

2. Participate in a teacher interview. Upon completion of my observations, I would like for you to participate in a teacher interview so I can gather more information. The interviews will be scheduled after school at a time that is convenient for you.
3. Complete a survey. One week after the completion of my observation, you will receive a survey through a survey engine. This information will be used to provide a more holistic understanding of the phenomenon being studied.

It should take approximately two weeks for you to complete the procedures listed. Your name and/or other identifying information will be requested as part of your participation, but the information will remain confidential.

To participate, complete and return the consent document to and contact me to schedule an interview at ahairston3@liberty.edu or (276) 806 – 9338. The consent document contains additional information about my research, please sign the consent document and return it to me at the time of the interview.

Sincerely,

Antonio Hairston, Ed.S.

Doctoral Candidate

Appendix C: Parent Consent Form

A MULTIPLE CASE STUDY ON FIFTH GRADE TEACHERS' PERCEPTIONS OF SCRIPTED READING PROGRAMS IMPACT ON READING COMPREHENSION

Antonio Hairston

Liberty University

School of Education

Dear Parent/Guardian:

I am conducting a doctoral study through Liberty University at Sunshine Public Schools (HCPS) that will provide assessment data on teacher adherence to the READ 180 program. One aspect of my doctoral study requires me to review and assess short audiovisual recordings of lessons being taught in your student's class. Although the recordings will show or involve students, the primary focus is on teacher instruction and delivery, and not on the students. In the course of this activity, your child's image and voice may be recorded, with the video then being submitted for my review. Your student's name or identifying information will not appear in any way. No one except for HCPS employees and class instructors will view or have access to the video.

If you agree to your student's participation in the activities outlined above, please sign the Permission Slip below. If you do not consent to your student's participation, your student will remain out of view in making the recordings. Thank you for your consideration of this request.

Yours truly,

Antonio Hairston, Ed.S.

Doctoral Candidate, Liberty University

Special Education Teacher, Rigley High School

Student Release Permission Slip

Student name: _____

Teacher name: _____

School name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the recording of my student's class as part of professional development, and agree to the following:

I DO give permission for you to record my student's image and voice on video as my

student participates in the above named teacher's class.

I DO NOT give permission for you to record my student's image or voice.

Signature of parent/guardian: _____

Date: _____

Assent of Child to Participate In A Research Study

What is the name of the study and who is doing the study?

Name of Study: A MULTIPLE CASE STUDY ON FIFTH GRADE TEACHERS' PERCEPTIONS OF SCRIPTED READING PROGRAMS IMPACT ON READING COMPREHENSION

Researcher: Antonio Hairston

Why are we doing this study?

I am interested in studying how perceptions of a commercial scripted reading program impacts student comprehension for fifth grade READ 180 elementary teachers and school principals.

Why are we asking you to be in this study?

You are being asked to be in this research study because you are in the READ 180 class. Students are not the focal point of this research study; however, you will be present in the classroom when the READ 180 teacher is observed.

If you agree, what will happen?

If you are in this study you may appear in the video recordings of your READ 180 teacher. Your voice may also be recorded during this process.

Do you have to be in this study?

No, you do not have to be in this study. If you want to be in this study, then tell the researcher. If you don't want to, it's OK to say no. The researcher will not be angry. You can say yes now and change your mind later. It's up to you.

Do you have any questions?

You can ask questions any time. You can ask now. You can ask later. You can talk to the researcher. If you do not understand something, please ask the researcher to explain it to you again.

Signing your name below means that you want to be in the study.

Witness

Date

Contact Information: Antonio Hairston

Email: ahairston3@liberty.edu

Advisor: Dr. Casey Reason

Email: creason@liberty.edu

Liberty University Institutional Review Board,
1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515
or email at irb@liberty.edu.

Consent Form

A MULTIPLE CASE STUDY ON FIFTH GRADE TEACHERS' PERCEPTIONS OF
SCRIPTED READING PROGRAMS IMPACT ON READING COMPREHENSION

Antonio Hairston

Liberty University

School of Education

You are invited to be in a research study that will examine fifth grade READ 180 teachers' perceptions of a commercial scripted reading program and how their perceptions might influence implementation at eight elementary schools in only one school district in Virginia. You were selected as a possible participant because you either teach or are involved with the implementation of the READ 180 scripted program. Please read this form and ask any questions you may have before agreeing to be in the study.

Antonio Hairston, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this qualitative multiple case study is to explore fifth grade READ 180 teachers' perceptions of a commercial scripted reading program and how their perception might influence implementation at eight elementary schools.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Allow your classes to be video recorded. As part of the approval to conduct my study from the superintendent, I am only allowed to collect data after school hours and not during the school day. I will review video recordings of your class in the evenings, and I have a letter of approval that will be sent home to parents who have a student in your classroom. The video recordings will be for one week at your selected school.
2. Participate in a teacher interview. Upon completion of my observations, I would like for you to participate in a teacher interview so I can gather more information. The interviews will be scheduled after school at a time that is convenient for you.
3. Complete a survey. One week after the completion of my observation, you will receive a survey through a survey engine. This information will be used to provide a more holistic understanding of the phenomenon being studied.

Risks and Benefits of being in the Study: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include realizing the effectiveness of the scripted reading program and how teacher perceptions of the program impact implementation.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject.

Research records will be stored securely, and only the researcher will have access to the records.

- I will conduct the interviews in a location where others will not easily overhear the conversation. All conversations will be conducted in a confidential manner to protect the privacy and information of the participants.
- Data will be stored on an external hard drive and it will be erased after the required three years by federal regulations. The data will not be used in any future studies.
- I will be given access to the videos by the school district and I will store them on external hard drive to make the transfer of data easy.
- The results of the overall study may be viewed by the school district. The confidentiality of the participants will be protected.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or Henry County Public Schools. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Contacts and Questions: The researcher conducting this study is Antonio Hairston. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact me

at (276) 806-9338 or ahairston3@liberty.edu. You may also contact the researcher's faculty advisor, Dr. Casey Reason, at creason@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to video-record me as part of my participation in this study.

Signature of Participant

Date

Signature of Investigator

Date

Appendix D: Audit Trail

Date	Steps in Research
1/26/2017	Approval from school district to conduct research
8/15/2017	Proposal approved with corrections
9/7/2017	Proposal defense
11/28/2017	IRB Approval
12/4/2017	Pilot Study (Secondary schools)
12/20/2017	End of data collection
1/1/2018	Data Analysis
1/8/2018	Pilot study (start of writing)
1/22/2018	Conclusion of writing
1/23/2018 – 1/31/2018	Professional practice analysis (feasibility of study)
2/6/2018	Start of data collection (Elementary schools)
3/2/2018	End of data collection
3/5/2018 – 3/23/2018	Data Analysis
3/26/2018	Start of writing (Ch. 4)
10/26/2018	Conclusion of writing (Ch. 5)

Appendix E: Observational Protocol Blank Form

Length of Activity: After School

<i>Descriptive Notes</i>	<i>Reflective Notes</i>
General: What are your perceptions of scripted reading program in relation to implementation adherence?	
Implementation Fidelity: Comments	Explanations
Script Adherence	Explanations
Activities	Explanations

Observation Cycle per Teacher (process will continue for eight teachers)

Week 1 – Teacher 1

Monday – Video Observation

Wednesday – Video Observation

Friday – Interview (Teacher and Principal)

Appendix F: Interview Questions (Teachers)

1. What is your perception of the READ 180 program as an intervention tool for fifth grade students?
2. How does your acceptance of implementation impact the effectiveness of READ 180?
3. What is your role of perception in the impact of READ 180 on student comprehension?
4. Explain how teaching from a script has affected your implementation fidelity in adhering to curriculum guidelines?
5. What is your perception of the outcomes experienced in following a script versus following teacher prepared lessons?
6. With the scripted reading program, how do plan your lessons and activities?
7. What is your personal measuring tool for determining whether you are being effective in following the scripted reading program?
8. Explain what you do when you get frustrated with doing repetitive lessons for the classes you are assigned.

Interview Questions (Principals)

1. As an instructional leader, what is your role in ensuring maximum effectiveness of the READ 180 program?
2. What type of training and support do you offer teachers from the administrative level? What type of training and support is offered by the school district?
3. How does data received from the READ 180 program support continued usage as a reading intervention tool?
4. What instructional alternatives do you provide for teachers who do not experience student success in the READ 180 program?
5. What assessment tool(s) do you use to evaluate script adherence and implementation fidelity for READ 180 teachers?
6. What is your perception of the READ 180 program as an intervention tool for fifth grade students?
7. What is your perception of the impact of READ 180 on student comprehension?
8. What is your perception of the outcomes using a scripted curriculum?

Appendix G: Survey Questions (Teachers)

Required Response

1. *Describe your academic experience in implementing the READ 180 scripted reading program as it relates to improving fluency and comprehension skills.
2. Based on your level of interaction with the scripted reading program, how important is script adherence in regards to program effectiveness?
3. *Based on time expectations provided for program effectiveness, what experiences did you encounter in implementing the READ 180 program?
4. *What recommendations do you have for enhancing time expectations to improve implementation?
5. *Describe the level of support you have received in implementing the scripted reading program from your school officials?
6. *What are your recommendations for the types of support needed to ensure proper implementation fidelity of the program?
7. *Thinking about your interaction with various student reading levels, what are some of the overall experiences you have faced while implementing the READ 180 program?
8. *What are your recommendations for experiencing success in improving student reading proficiency?
9. *How many years of teaching experience do you have?
 - 1 year
 - 2 – 5 years
 - 6 – 10 years
 - 10 – 15 years
 - 16 or more years

10. *How many years of teaching experience do you have implementing a scripted reading program?

Survey Questions (Principals)

1. Based on the implementation guidelines for the Read 180 scripted reading program describe what you look for to ensure fidelity?
2. Describe the training that you have had with the program to ensure that the Read 180 teacher is following the program guidelines?
3. Based on your level of interaction with the reading scripted reading program, how important is script adherence in regard to program effectiveness?
4. In order to maintain teacher implementation fidelity within the school, describe the process of choosing who attends trainings in order to hold the teacher accountable?
5. Describe the support that the Read 180 teacher has after training to ensure the program is being implemented with fidelity?

Appendix H: Codes and Themes

Codes and Themes

Codes	Repetition of Information	Themes
#1 Interesting readings	1	<i>Additional resources</i>
#2 SOL correlation	9	(sub) SOL correlation
#3 Supplemental materials	16	(sub) Supported research
#4 Researched based for effectiveness	5	
#5 Formal/informal assessments	18	<i>Results from data</i>
#6 Consistency	5	(sub) Consistency
#7 Rotation fidelity	1	(sub) Student buy-in
#8 Repetitive lessons	3	
#9 Motivation	5	
#10 Teacher buy – in	13	<i>Acceptance of Implementation</i>
#11 Teacher collaboration	1	
#12 Lexile levels	1	
#13 Scaffolded instruction	1	
#14 Follow script	15	<i>Script Adherence</i>
#15 Accountability	1	(sub) Script Deviation

#16 Comprehension builder	1	
#17 Script deviation	12	
#18 Lack of Support	12	<i>Training</i>
#19 Technical issues	7	(sub) Lack of Support
#20 More training	15	
#21 Frustration	2	
