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Teachers' Perspectives of the Use of a School-Wide Reading Program with Secondary Remedial Reading Students

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This is to certify that the doctoral study by

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and that any and all revisions required by

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Abstract

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Reading Students

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Mary Parker

Master of Arts, Saint Leo University, 2013

Bachelor of Science, Trinity International University, 2004

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Curriculum, Instruction, and Assessment

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Abstract

The problem of low reading scores on standardized tests prompted the implementation of a supplemental reading program to support students in a high school in a Southwestern state. It was unknown how effectively teachers were implementing that program. Reading is essential to all students; they must be able to read the content in their core subjects, state-mandated exams, and the end of course exams. In addressing the achievement gap for at-risk students, the district adopted a supplemental program, Achieve3000, for the remedial reading classes. The purpose of this study was to explore teachers' perspectives of and experiences with the use of Achieve3000 in secondary reading classrooms using the conceptual framework of Bandura's teacher self-efficacy. A qualitative case study approach was used to answer the research questions regarding teachers' self-efficacy for teaching the program. A purposeful sample of 7 remedial reading teachers interviewed. Data were analyzed using a priori and open coding and combined to elicit common themes. The findings revealed the importance of teachers' self-efficacy competence when implementing a new educational process. Teachers believed that Achieve3000 was a dependable method for improving secondary students reading for the content of their core subjects, state-mandated exams, and the end of course exams. Based on the findings, a 3 day refresher training for remedial reading teachers was developed to advance their knowledge on Achieve3000. The findings of this study have implications for positive social change by providing district and local administrators with an understanding of the elements of program implementation and linking them to additional training or support for remedial reading teachers to ensure high school students' success in reading.

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Dedication

To my late dear mother, with your strong guidance and direction, victory will be in abundance. I Love you so much. This academic accomplishment is dedicated to my two daughters, Nacresha and Rachael, my only grandson, DaJuan, and my two granddaughters, Alyesha and Zaria. My message to them all is "Never give up on your dreams." Finally, my biggest supportive fan is my husband. Gregory. Thank you, my love, Gregory for being there during many long hours of studying and writing.

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The Local Problem

Reading is a critical skill for students to acquire in elementary school. If reading skills are not built during this period, students can experience difficulty during their transition from primary to secondary school (Hopwood, Hay, & Dyment, 2017). Students entering secondary classes should possess the basic skills of reading, such as decoding, comprehending simple texts, identifying key sight words, and reading with some amount of fluency. In primary education, success in reading is attained by recognizing skills that incorporate confidence in reading, sight word reading, and reading comprehension (Coker, Jennings, Farley-Ripple, & MacArthur, 2018). As students move into secondary classes, the curriculum becomes much more challenging, and the expectations are for them to be independent readers because the texts are more complicated (Hopwood et al., 2017). As a result of poor reading comprehension, some secondary students will not become proficient in reading skills.

Secondary students who are poor readers (particularly with comprehension) may become discouraged due to increased and more complex passages that require processing more information with speed (Richardson, 2016). When students lose interest in reading and become discouraged, they may become discouraged about their abilities to perform in school and therefore avoid embarrassment by placing their attention elsewhere or by asking to leave class (Nippold, 2016). Lack of school engagement and poor academic performance are often reasons why students leave school without receiving a diploma (McDermott, Donlan, & Zaff, 2019; McFarland, Stark, & Cui, 2016). Students with difficulties in reading drop out of high school at a much higher rate than do advanced level readers (Saletta, 2018). In a local district, the high

school dropout rate has risen since the 2012-13 school year according to district and state statistics (Florida Department of Education, 2016a). The district rate declined from 3.5% in 2014-15 to 1.8 % in 2015-16, with an increase again in the 2016-17 school year to 2.5%.

When students struggle in reading, they may have academic issues because of undeveloped literacy skills, which provide the basis of learning and affects their success in school. Supplemental reading programs can provide and improve the skills that students with significant reading difficulties need to prevent school failure (Wanzek et al., 2018). Early development in vocabulary and reading fluency in Grade 3 correlates with later reading comprehension performance in high school (Petscher, Solari, & Catts, 2019). Students who enter high school and do not possess these basic skills in reading can fall behind and/or perform poorly in all subject areas (Coker et al., 2018; McDaniel & Riddile, 2015; Petscher et al., 2019). Poor literacy skills can also affect student performance in science courses. It can affect how well they can comprehend and understand scientific terminology and prepare scientific reports (Blackmon, 2015; Drew & Thomas, 2018). Therefore, poor literacy skills can compromise a student's contribution to society.

Nationwide, student performance in reading is assessed every 2 years in the 4th and 8th grades and then again in Grade 12 by the National Assessment of Educational Progress (NAEP, 2017). The NAEP determines a student's achievement levels as basic, proficient, and advanced. These levels determine what each grade can achieve. Despite the importance of reading achievement to students' success, according to the NAEP (2017), students in each grade level are not demonstrating noticeable growth in reading. In the local district, Table 1 shows 4th, 8th, and 12th-grade student NAEP data for reading for the study district.

Table 1

Percentage of Students at or Above Proficiency in the Local District, by Grade Level

Grade	At or above proficiency	At or above basic the level	Advanced level
4th	37	68	9
8th	36	76	4
12th	37	72	6

As shown in Table 1 above, these scores indicate that students at the local level are not proficient level readers, and they highlight deficiencies in students' reading performance that transfer on to students' secondary schooling.

According to Gitomer and Bell (2016) and Perin and Holschuh (2019), academically underprepared high school students need to engage in active reading improvement strategies to demonstrate mastery of prerequisite knowledge and skills to become proficient readers. A lack of reading proficiency is problematic in the long term, as fluent reading is a necessary skill for the growth and advancement of reading comprehension (Kodan & Akyol, 2018). Nonproficient readers are often placed into remedial reading programs to help them learn fundamental reading skills. These types of programs are designed to assist the students with catching up with their peers so they can perform grade-level work. One of the three main tiers of a reading program is the supplemental reading learning program (Wilkerson, Min-Chi, Perzigian, & Cakiroglu, 2016). The supplemental reading learning gives struggling students added reading instruction to accelerate their reading progress. Also, the supplemental reading program provides skills to help a struggling reader be successful in a way that is more supportive than

that provided in a regular language arts program. Remedial learning programs teach basic skills

and a range of reading strategies. These strategies could include independent, choral, guided,

repetitive, and supportive reading practice. These strategies have proven to have positive

effects on improving deficient skills in reading and assisting the struggling reader to develop an

understanding of the text (Kodan & Akyol, 2018). These strategies should give students a variety

of tools to help remedy their areas of weakness. All of these research-based strategies can

assist students in increasing their success over their ability in reading complex texts successfully.

The goal is for the student to become successful in the two basic reading achievement skills,

fluent reading and reading comprehension.

One type of reading intervention used in schools is a computer-assisted instruction

program. An example of a computer-based reading intervention is Achieve3000 (2017), which is

an instructional literacy program that places students in individual reading levels and provides

added instructions assessed at the students' levels of need. Achieve3000 assesses, auto-adjusts,

and assigns text at the student's reading level. Achieve3000 also automatically scores and

charts students' progress according to processes of differentiated instruction. Globally,

Achieve3000 is a leader in online differentiation instruction by serving millions of students.

The problem of low reading scores on standardized tests prompted the implementation

of a supplemental reading program to support students in a high school in a Southwestern state;

it is unknown how teachers are implementing that program (Literacy coach, personal

communication, May 27, 2017). A student's success is measured by the end of course

assessments, which are designated by a range of levels from 1 (lowest) to 5 (highest). The State

Board of Education established these achievement levels. Students at Level 1 demonstrate an

inadequate level of success, students at Level 2 show a below satisfactory level of success, students at Level 3 demonstrate an adequate level of success, students at Level 4 demonstrate an above satisfactory level of success, and students at Level 5 demonstrate mastery of the most challenging content (Florida Department of Education, 2015). The standardized testing scores in reading at the study site indicate that students struggle with demonstrating reading comprehension skills (American College Testing Program, 2015; Florida Department of Education, 2016). Any score above Level 3 constitutes passing. The Florida Department of Education (2015) reported that, at Westside High School (pseudonym), only 43% of Grade 9 and 43% of Grade 10 students scored satisfactory (above Level 3) on the state standard assessment (see Table 2). These scores indicated that 10th-grade students who passed the Florida Standard Assessment (FSA) with a 3 or above declined from the previous year. As shown in Table 2 below proficiency levels at the local district are tracked for students in the ninth and 10th grades.

Table 2

Scores on Florida Standard Assessment 2015-2016 and 2016-2017

Year	Grade	percentage in level 3 or above	percentage in each level (1-5)				
		Levels	1	2	3	4	5
2015-2016	9	43	26	30	21	16	6
2015-2016	10	43	28	28	22	15	7
2016-2017	9	44	28	28	22	15	7
2016-2017	10	38	38	32	30	17	5

Note: Grades 9 and 10 scored in level 3 or above. (Data from the Florida Department of Education, 2016, 2017).

As shown in Table 2 above, the percentage of 10th-grade students who scored at the proficient level between the 2015-2016 and 2016-2017 school years decreased. This is potentially problematic because Westside High School's (pseudonym) 2016-2017 goal was to improve reading and comprehension proficiency levels on the state-mandated assessment test and the state Reading Retakes through the implementation of a reading program, Achieve3000 (Literacy coach, personal communication, May 27, 2017). Achieve3000 (2017) is an online differentiated instruction program that consists of a pretest followed by differentiated exercises and assessments that are set on the student's independent lexile level and increase in difficulty as the student makes progress towards the grade-level text.

However, the extent to which teachers were implementing Achieve3000 is not known at the local level. A district-led initiative was to adopt the Achieve3000 program for Westside High School to address issues with core reading competencies for all students (Literacy coach, personal communication, May 27, 2017). Although the remediating students were the primary target in the 2015-2016 school year, the program was fully implemented for remedial reading ninth through 12th grade students beginning in the 2016-17 school year. At the time the program was implemented, only 40% of students at the study site high school scored at the satisfactory Level 3 or above on the FSA (Florida Department of Education, 2016). After the implementation, only 44% of Grade 9 and 38% of Grade 10 students scored satisfactory (achievement Level 3 or above) on the FSA for 2016-2017. These scores showed a lack of reading achievement for most students. To improve reading achievement, students need to know the goal of reading, interpret a variety of texts, understand different text genres, select reading strategies appropriately, and receive individualized instruction and intervention (Coker

et al., 2018), which Achieve3000, if implemented properly, will provide. However, these

continued low scores indicate a possible inconsistent implementation of the program.

Therefore, an investigation of how teachers are implementing Achieve3000 needed to be

conducted.

The intervention, Achieve3000, was chosen to address the aforementioned issues with

reading achievement among students. Specifically, Achieve3000 claims to provide tailored

content based on a pretest of students' lexical capabilities that introduces students to using

grade-appropriate reading strategies. This type of personalized intervention is efficacious in

increasing students' reading performance (Cantrell et al., 2017; O'Rourke, Olshtroon, &

O'Halloran, 2016). According to Jones, Conradi, and Amendum (2016), teachers should develop

or use targeted and personalized reading interventions that are closely matched to struggling

students' needs to meet these expectations. However, if Achieve3000 is not being implemented

consistently, or in the manner in which it was intended, and is not addressing the problems with

reading in the target population, the school/district can provide further support for teachers to

implement the program properly and/or determine why consistent implementation is not

occurring.

Understanding the implementation of reading interventions is important because

students who do well in reading tend to graduate and have an increased range of career

opportunities available to them (Jones, Ostojic, Menard, Picard, & Miller, 2017). Very often

academic learning difficulties affect students' academic self-concept, and sometimes students

struggle to not see every aspect of their life as a failure (Hakkarainen, Holopainen, & Savolainen,

2016). Further research has revealed that students who struggled with reading comprehension

tend to have lower graduation rates and have fewer career options due to not graduating from high school (Jones et al., 2017), as reading is required for success in almost all academic areas. Also, it becomes more and more complicated for students who have low literacy skills when they enter the workforce or further their education (Hopwood et al., 2017). Therefore, a lack of reading comprehension can negatively influence a person's socioeconomic status in the long term (Hopwood et al., 2017; Jones et al., 2017).

Rationale

The Problem at the Local Level

The local district has experienced dormant reading scores over the past 3 years, with fewer than half of its students achieving a passing score on the FSA (see Table 4). Although the remediating students were the primary target for the intervention, in 2016-2017 38% of 10th-grade students at the study site high school scored at the satisfactory or above level (Florida Department of Education, 2017). Also, nationally for Grade 12 in 2015, just 37% of high school seniors scored at the satisfactory or above the mastery level in reading on NAEP assessments, as indicated on the Grade 12 Assessment Report Card (U.S. Department of Education, 2015). As seniors, students failing to pass the FSA could lead to receipt of an alternative to a standard diploma. This information also shows that secondary students, especially struggling readers, should receive remedial reading and intensive interventions.

The results from this study may help to explain the recent increase in inconsistent graduation rates in the local district. At the study site, the local high school graduation rate was 88.4% in the 2017-2018 school year. The graduation rates for the local high school have risen since 2013 (National Center for Education Statistics, 2015). The scores have only in the past year

approached the study state high school graduation rate of 86.1%, (National Center for Education

Statistics, 2015), and national high school graduation rate of 84.6%. Further information was

needed to assess whether and how a reading intervention, Achieve3000, addressed reading

competencies, which may have led to the increased graduation rates. Conversely, if the findings

had indicated the program had not positively influenced students' literacy, other solutions

would need to be investigated.

Evidence of the Problem from the Professional Literature

Educators are facing numerous obstacles in the education arena; one of these is

meeting the welfare of all students, including at-risk students, and implementing efficient and

effective reading interventions to help them to rise above their inability to read above the

proficient level (Foorman, 2016). According to the NAEP) (2017), only 37% of fourth-grade

students are at or above proficiency level in reading. Therefore, to address the crisis of illiteracy

and improve reading achievement, school districts are charged to implement a well-designed,

research-based literacy instructional program that meets the needs of all students (Austin,

McClelland, & Vaughn, 2017). Schools across the nation are discovering different effective

interventions to improve reading achievement.

The more learning difficulties students have, the more they experience difficulties in

their studies, and the more difficult it is to disrupt the negative educational trend that leads to

dropping out of secondary education (Hakkarainen et al., 2016). Moreover, students who are

not demonstrating proficiency in reading will not graduate and may have long-term adverse

socioeconomic effects as a result (Jones et al., 2017). Therefore, the present study may

contribute to information that can improve graduation rates and positively affect students'

socioeconomic futures.

Definition of Terms

The definitions:

Achieve3000: A computer-based reading program that delivers assignments at different

reading levels (http://www.achieve3000.com/).

At-risk students: Students who experienced academic failure and are in danger of not

completing their academics at a level with their same age-peers (NCES, 2015).

Common Core State Standards (CCSS): Academic standards that are designed for every

student in each grade level to prepare them for college, career, and life success after graduating

from high school (CCSS, 2015; Rejan, 2017).

Differentiation: Taking student differences into account and meeting their needs in the

classroom whether it is in the area of content, process, products, or the learning environment

(Tomlinson, C. A. (2013).

Dropout: Students who left school without receiving a diploma (Florida Department of

Education, 2016).

Florida Comprehensive Assessment Test: A high stakes assessment that measures

student achievement in mathematics, reading, science, and writing covered by Florida Sunshine

State Standards. (Tavassolie & Winsler, 2019).

Florida Standard Assessment (FSA): An assessment that measures growth in reading, mathematics, writing, and end-of-course subjects (Florida Department of Education, 2015).

Reading achievement: A student being able to use the skills that are needed to read grade-level material fluently and with understanding (NAEP, 2009).

Reading comprehension: When a reader makes sense of what is read from the text (Jones et al., 2016).

Reading disability: A person with a reading disability who has reading abilities judged to be below a competency expected for a typical child in the same age group and level of development (Saletta, 2018).

Reading interventions: Additional instruction customized to the specific learning needs of at-risk students (Graham & Kelly, 2019).

Remedial reading: An educational process that helps a student becomes more proficient in reading (Greathouse, 2018).

Self-efficacy: Confidence in one's belief and capability to be successful in any given circumstance (Bandura, 1995).

Teacher self-efficacy: A teacher's ability and belief in their capability to influence student achievement (Clark, 2016).

Significance of the Study

One valuable and critical foundational skill a student can learn is to have a stable foundation in reading comprehension (Hjetland et al., 2019). To prevent reading failure,

students must learn to read in early elementary grades (Graham, & Kelly, 2019; Jeffes, 2016).

Early literacy skills are foundational for reading. Students' most pressing needs for literacy skills

consist of multiple components, such as decoding words, recognizing words with automaticity,

and reading the text with meaning and accuracy, because this is the goal of reading (Jones et al.,

2016). Nippold (2017) indicated reading comprehension is critical for adolescents with reading

disabilities because high school students are expected to be proficient readers, be exposed to

complex language, be able to connect to the text quickly, make an inference of the text, and

discuss challenging material in content-area classes. These content area classes utilize a variety

of materials and text daily. Adolescents with low or inadequate literacy skills are likely to

experience negative outcomes or fail to further their education (Hopwood et al., 2017). When a

large number of students enter the transitional phase from primary to secondary and are facing

challenges of general comprehension, unable to comprehend grade-level texts or to build new

knowledge from a document, then intervention needs to take place (Hopwood et al., 2017;

Jeffes, 2016).

This study is important because it helped to determine if Achieve3000 was being

implemented consistently with remedial reading students by focusing on the implementation of

a school-wide reading program. Although, Westside High School's percentage of remediating

students scored higher than the national average, a significant number had not scored at the

satisfactory or above level in reading. The outcome of this study presented information

regarding teachers' perspectives of the influence of Achieve3000 on student reading

comprehension, which provided information about the implementation of the program and any

additional training or changes that were needed. Specifically, the study provided information

about teachers' perspectives of their ability to implement the Achieve3000 program, which contributed to student learning (Zee & Koomen, 2016). The present study assessed whether and how teachers were implementing a particular reading intervention resource, Achieve3000, at the study site local high school. This study is significant because students who are deficient in reading tend to have low graduation rates and, consequently, worse outcomes for employment and other ways of contributing to society (Jones et al., 2017). This study evaluated a particular reading intervention that positively affects students by increasing their literacy skills.

The study is additionally significant because being successful in reading significantly increases the probability of students graduating from high school and thereby broadening employment opportunities and improving wages (Jones et al., 2017). Students without the ability to gain these skills may fail to receive a high school diploma, resulting in adverse socioeconomic effects (Jones et al., 2017). Reading skills or the lack thereof can, therefore, have a dramatic impact on the outcome of students' academic and employment success. For example, the unemployment rate in the local district is approximately 7.7% in the local county, and in the Southwestern state of the school location, the unemployment rate is approximately 4.9%. Both rates are higher than the national average of 4.7% (U.S. Bureau of Labor Statistics, 2018).

These statistics signify the potential harms associated with poor reading performance in the local district. Although there is an extensive knowledge base focused on students' reading comprehension, it remains an ongoing challenge as students get older, enter high school, and the texts become more complex. This study has a significant implication for positive social

change by aiding understanding of the implementation of Achieve3000 and what added support

or training teachers need to implement the program to improve the reading success of students.

Research Questions

The three research questions that guided this study were:

RQ1: How do teachers use Achieve3000 for high school students identified as at risk for

reading difficulties?

RQ2: How do teachers describe the challenges of using Achieve3000 for high school

students identified as at risk for reading difficulties?

RQ3: What are teachers' perspectives of their ability to use the Achieve3000 reading

program?

Review of the Literature

I conducted searches for a review of the literature through Google Scholar, EBSCO,

Education Research Complete, ERIC, SAGE, ProQuest, and Walden Dissertations. I used the

above-listed search engines and databases to acquire the most up-to-date research articles that

were peer-reviewed and published within the past 5 years. I structured the search into six

relevant topics: related to the conceptual framework of teacher self-efficacy: reading teacher

self-efficacy, the importance of literacy and reading achievement gaps, high school students

who are at-risk for reading disabilities and difficulties, effective reading instruction and support,

and the use of Achieve3000.

Conceptual Framework: Teacher Self-Efficacy

Self-efficacy provided the conceptual framework for this study. Bandura (1977) defined self-efficacy as a person's belief in their ability to implement the course of action and attain the objectives at the desired performance levels. Specifically, self-efficacy is a person's confidence in their capability to have success in any given circumstance (Bandura, 1995). Self-efficacy is a widely applied theory that can be used to understand a person's willingness and ability to make behavioral changes in various contexts (Locke, 1997). Therefore, self-efficacy was used to help understand teachers' perceived ability to implement Achieve3000 in their classrooms.

Bandura (1977) indicated self-efficacy influenced a person's motivation and eventual behavioral change. Bandura (1977) observed that a person's perception is led by their level of experience arising from successful performances. Bandura (2000) indicated there are several sources of information that arise from a person's belief of personal efficacy: performance accomplishments, vicarious experience, verbal persuasion, and physiological and affective states. Also, psychological procedures can vary the judgment and reasoning level of self-efficacy (Bandura, 2000). Thus, Bandura (1977, 2000) posited that there is an association that links perceived self-efficacy and behavioral change. This is the component of the self-efficacy theory that relates to the present project study, which explores teachers' perspectives and their understanding and involvement with the use of Achieve3000 in remedial reading classrooms.

Specifically, in education, teacher efficacy applies to a teacher's capability of classroom learning that involves their students through reflections and assessments of their teaching skills. Bandura (1986) stated that a teacher's self-efficacy affects the behaviors that are displayed and put on view and the decisions they make in the classroom connected to their teaching

experience. Therefore, when teachers have a positive self-efficacy, they feel in control in their

classroom and of their learning situation (Zee & Koomen, 2016). Their performance illustrates

that they have the capabilities necessary to succeed (Bayraktar, 2016). Understanding teachers'

perspectives of and experiences with Achieve3000 can therefore potentially provide insight into

the efficacy of the school-wide reading intervention at the local site.

Outcomes of teacher self-efficacy. Many positive outcomes can stem from high

teacher self-efficacy. For example, many researchers are under the assumption that teacher

self-efficacy can lead to learning and improved outcomes among students (Son, Han, Kang, &

Kwon, 2016; Zee & Koomen, 2016). Because self-efficacy can lead to better learning outcomes

among students, it is a key component of effective interventions. Also, teacher self-efficacy

could improve the outcomes in nonproficient readers (Louick, Leider, Daley, Proctor, & Gardner,

2016) In addition, effective instruction may increase student motivation (Louick et al., 2016).

Teachers' self-efficacy could improve the outcomes in students with reading difficulties

(Louick et al., 2016). Additionally, teacher self-efficacy may bring about greater student

achievement in the classroom overall. Künsting, Neuber, and Lipowsky (2016) investigated

teachers' self-efficacy as a continuous indicator of proficiency in both instructional quality and

goal orientation in schools. Künsting et al. analyzed the classroom environment, both supportive

and effective. Possessing self-efficacy beliefs and cognitive arousal is a unique characteristic of

instructional quality in the classroom. These characteristic skills lead to higher cognitive

activation in teachers, which in turn leads to a better-managed classroom, including effective

support for students who are struggling. The outcome of this study affirmed that teacher self-

efficacy is a continuous measure of instructional standards that is indicated by a highly

developed goal orientation. Therefore, teachers with higher confidence are a stable predictor of higher mastery expectations in the classroom, which possibly impacts students' performance and growth.

Partially, the increased instructional quality among teachers with high self-efficacy may be due to an increased willingness to innovate. When teachers achieve this level of comfort with teaching, they are also more likely to make improvements to their teaching (Uyanik, 2016). For example, Suprayogi, Valcke, and Godwin, (2017) linked teacher self-efficacy to teacher enthusiasm to differentiating instruction in mixed ability classes. Suprayogi et al.'s results revealed that teachers have a responsibility to adjust their teaching style to the individual learner. Differentiation can be challenging for a novice teacher, but expert teachers build on their self-efficacy. Therefore, teacher self-efficacy is a factor of consideration when assessing and understanding the implementation of change and its influence on students.

Teacher self-efficacy may further affect teachers' opinions and judgments towards students' achievements and the field of education. Miller, Ramirez, and Murdock (2017) examined the relationships involving teacher self-efficacy, students' perceptions, and teachers' perceptions of their students' achievement. The findings indicated that self-efficacy learning and educational courses were typically related to students' expectations of teacher expertise, ability, respect, and skills, along with the teacher's sense of the distinct needs of the students. The correlation linking teacher self-efficacy and the learner's expectations of competence and respect reveals that teachers with high levels of efficacy were acknowledged by students as knowledgeable, respectful, and more appreciative. Eroglu and Unlu (2015) also explored teachers' self-efficacy about their mindset toward the philosophy of teaching. The results of the

participant candidates' attitudes toward the profession were favorable. However, the study revealed that teacher candidates' self-efficacy levels were not an important factor towards teaching physical education as a whole (Eroglu & Unlu, 2015), contrary to the findings of Miller et al. (2017).

The orientation to teaching is linked to novice teacher candidates' self-efficacy and their overall contentment in the field of education. Thomas et al. (2019) investigated whether novice teachers' self-efficacy and autonomy are linked to intrinsic motivation and contentment to teach. The study discovered that teacher self-efficacy and autonomy are not indicators of job satisfaction and intrinsic motivation to teach. Therefore, self-efficacy and autonomy are critical teacher characteristics as the most important factor in novice teacher retention. Beginning teachers often experience low self-confidence and anxiety and are more likely than veteran teachers to burn out through emotional exhaustion (Thomas et al., 2019).

In sum, the positive outcome of higher student achievement may be a result of higher teacher self-efficacy. Shahzad and Naureen (2017) examined the correlation between teachers' self-efficacy and student achievement results. Shahzad and Naureen indicated teachers' self-efficacy has proven to have a positive impact on their performance and the performance levels of their students. Researchers have specifically related high teacher self-efficacy to student's achievement in mathematics (Muijs & Reynolds, 2015; Son et al., 2016). Muijs and Reynolds (2015) examined the relationships among teacher self-efficacy, teacher pedagogy, and subject knowledge with student performance in mathematics. Information was compiled and analyzed from several data sources: achievement tests, classroom observation, and questionnaires. Findings indicated that subject knowledge and self-efficacy were positive indicators of teacher's

behaviors, teacher's beliefs, and student achievement. The findings in this study revealed (a) if teachers promoted positive classroom climates, learning occurred; (b) if teachers taught using appropriate methods, mathematics achievement increased; and (c) teachers needed to use a variety of instructional strategies when appropriate. These behaviors were predicated on teachers having high self-efficacy (Muijs & Reynolds, 2015).

Son et al., 2016 study examined the relationships that are linked amongst mathematic students and their teachers that possessed high-quality teaching abilities and high self-efficacy in both South Korea and the United States. Son et al. indicated that teacher self-efficacy related to teachers creating a broad range of learning strategies where teachers encourage students with higher cognitive ability in mathematics. Teachers' level of academic importance was associated with teachers who state they are meeting the educational goal in mathematics for all students. The results indicated that secondary students in the United States achievement scores in mathematics were significantly higher than that of South Korea. The goal is for secondary students to be proficient in mathematics. The outcome connected teachers with a higher sense of self-efficacy and reading outcomes, the study also supported a link with highly effective teachers with a strong sense of self-efficacy and student outcomes (Kim et al., 2017; Washington, 2016).

Some researchers specifically linked the positive outcomes and innovation fostered through teacher preparation and teacher self-efficacy to student achievement (Clark, 2016; Helfrich, & Clark, 2016; Son et al., 2016).   Suprayogi et al. investigated how differentiation of instruction following Tomlinson's (2014) framework, professional development, teachers' belief, teachers' experience, teacher certification, classroom size, and self-efficacy beliefs, it influences

student achievement and promotes student learning. Suprayogi et al. established that despite the content area or student level, the importance of differentiated instruction was supported as well as a potential link between student achievement and differentiated instruction. These findings provide the underpinning of the study, in that the present study addresses teachers' perceptions of self-efficacy in implementing appropriately differentiated instruction as a potential means for understanding students' achievement outcomes.   However, to understand teachers' perceptions, knowledge of what influences teacher self-efficacy is essential.

Factors influencing teacher self-efficacy. Various factors have shown to influence teacher self-efficacy. Uyanik (2016) examined primary school teacher candidate's perspectives towards the teaching of science and self-efficacy beliefs. The study reported a considerable distinction amongst the novice and older teacher candidates who participated in the self-efficacy scale. The senior teacher candidates showed to have a positive favor. Also, the senior teacher candidates were substantially positively favored on the attitude scale towards the teaching profession, whereas these candidates felt more efficacious. Education, therefore, seems to increase teacher self-efficacy (Clark, 2016; Uyanik, 2016).

Research also indicates potential demographic can influence teacher self-efficacy (Burke, 2017; Künsting et al., 2016; Shoulders, & Krei, 2015). Künsting et al., 2016; Shoulders, & Krei, 2015 evaluated the variables that influenced secondary rural school teachers' self-efficacy, and the relationships between self-efficacy and a learner's cognitive engagement, learning strategies, and learning space organization. Findings indicated (1) efficacy in a learner's cognitive engagement, learning strategies, and learning space organization showed no substantial difference between male or female teachers (2) efficacy in learning strategies and

learning space organization did not show a significant difference the different levels of education but did not implicate any variance in efficacy in a learner's cognitive engagement (3) efficacy in learning strategies and learning space organization showed a difference in teaching experience.

Reading Teacher Self-Efficacy

Reading and writing teachers' knowledge about their self-efficacy for learning and development in students' oral reading and writing abilities is essential to success in student learning in reading and writing outcomes among students (Canbulat, 2017). Several researchers have examined the role of self-efficacy in teaching reading, from both the student and teacher perspective. For example, Louick et al. explored the relationship between struggling middle school student motivations for reading comprehension that were assigned to a remedial reading class. The study highlighted the important role of school climate for learning in student effect and performance, which suggested that urban schoolteachers should be mindful of the diverse population and the characteristics the students are faced with that are not inevitably benefited by high self-efficacy beliefs.

From the teacher's perspective, based on gender, Gündogmus (2018) assessed the self-efficacy of primary school reading and writing teacher candidates. There was a considerable difference in scores in self-efficacy between the female and male teacher candidates. The female candidates scored higher; nevertheless, the results did not show anything noteworthy at the conclusion of the school year (Gündogmus, 2018). Also, differentiation is very important and teachers should accommodate the students in their classroom by adjusting their style of instruction and meet the educational goal of all learners (Suprayogi et al., 2017), which is a key

teaching behavior that improves reading outcomes among students with reading disabilities (Shaunessy-Dedrick, Evans, Ferron, & Lindo, 2015).

Conversely, reading teachers with higher self-efficacy has positive influences on their students (Kim et al., 2017). The findings indicated students with gaps in basic reading skills often do not know how to integrate background knowledge with text, and often do not understand how to assign syntactic roles to keywords. However, findings from the study supported that behavioral engagement increased struggling students' reading growth, and the perceptions of teachers of their students' willingness and interest to engage in reading contributed to students' reading competence (Kim et al., 2017). Therefore, low teacher self-efficacy deters student growth, whereas teacher with high self-efficacy contributes to achievement in their classroom. Because of this relationship, it is vital to recognize the various aspects that impact reading teacher self-efficacy.

Personal variables influencing reading teacher self-efficacy. Different personal variables may also influence teacher self-efficacy in teaching reading. Bayraktar (2016) examined first reading and writing teacher candidates in Istanbul of self-efficacy at different stages, and what factors make them different. Bayrakatar showed that teachers with positive self-efficacy have the discipline and felt that they had the tools to succeed; conversely, teachers with poor self-efficacy did not have the discipline and believed they could not produce the capabilities for success. The results further indicated that the male teacher candidates were much lower than female teacher candidates in self-efficacy. However, age was not a factor in the self-efficacy of teacher candidates in primary grades on first reading and writing. This contradicted research conducted in the rural United States among several high school teachers

of various subjects by Shoulders and Krei (2015) regarding both gender and age. The difference

in outcomes may result from the national differences between Turkey and the United States,

gendered expectations of women to be better at language and reading, or that Shoulders and

Krei studied teachers, while Baraykatar examined teacher candidates.

Personal literacy skills such as reading and writing may also influence teachers' self-efficacy. Canbulat (2017) examined working teacher candidates about their self-efficacy

perceptions of promoting advancement in their students' reading, writing, and listening skills.

Canbulat indicated that the three separate scales of the teacher candidates' perception of their

self-efficacy were suitable and were a substantial fit. Canbulat also indicated that individuals

with high cultural competence are self-aware of their perceptions and how their perception

might influence others.

Teacher's preparation programs and training affecting reading teacher self-efficacy. Environmental variables may further influence reading teacher self-efficacy. In the

United States, there are approximately 500 teacher preparation programs; 78% of teacher

candidates were not prepared to teach at-risk students and 58% of teacher candidates were not

prepared to teach basic primary reading skills (Clark, 2016). This lack of preparation to teach

students with reading disabilities may limit teachers' self-efficacy, as education and training

tend to increase teacher self-efficacy (Clark, 2016; Colson, Sparks, Berridge, Frimming, & Willis,

2017; Uyanik, 2016).

It is imperative to review teacher preparation programs specific to teaching reading.

Evidence suggests that more teacher preparation translated to increased self-efficacy (Clark,

2016; Helfrich, & Clark, 2016). Clark (2016) examined the differences in reading program

requirements and experiences in teacher education programs. The study compared how

teacher candidates rated their perceptions and abilities to teach reading after completing their

Teacher Education Program. The results indicated that the amount of content area reading

courses positively influenced the self-efficacy perceptions of teachers in training and practicing

teachers. Similarly, Helfrich and Clark (2016) examined whether teacher candidates who

participated in additional reading methods courses experience improved their course content

knowledge and teacher self-efficacy. The results indicated by Helfrich, and Clark (2016), despite

the amount of courses taken by pre-service teachers, their viewpoint about their inability to

teach certain contents was the same. The more positive experiences with teaching generated

from increased teacher training may, therefore, help create better experiences in the classroom

and lead to a stronger feeling of teaching self-efficacy, therefore contributing to student

achievement (Clark, 2016; Helfrich, & Clark, 2016).

Contrary to Clark (2016) and Helfrich, and Clark (2016), Washington (2016) determined

that professional development did not translate to student success, as measured by student

achievement scores in reading. Washington specifically investigated whether teacher

professional development practices engaged in both content-focused and active based-learning

and teacher self-efficacy or an interaction of the variables; predicted student performance in

reading, in instructional strategies than those with bachelor's degrees. However, the study

revealed student achievement continuously fluctuated and showed no overall pattern of

improvement, regardless of professional development opportunities. Therefore, there was no

evidence in the study to support the notion that teachers' self-efficacy to implement

instructional strategies related to students' reading proficiency.

An additional consideration that might impact reading teachers' self-efficacy is the

population they are trying to develop literacy. Accardo, Finnegan, Gulkus, and Papay (2017)

attempted to discover predictors of learners with autism spectrum disorder ASD and teachers

are perceived self-efficacy in teaching reading comprehension. The study examined the

teacher's professional capability of improving the reading comprehension of the learners. The

findings reported that just 5% of teachers had a high level of self-efficacy in improvement to the

learners with ASD. However, the results also disclosed that teachers with higher self-efficacy

while utilizing effective practices had a higher awareness of their capability to improve reading

comprehension to learners of ASD. The teachers with higher confidence in their abilities believe

they can improve the learning outcomes in students with ASD. Therefore, teaching students

with ASD may decrease teachers' self-efficacy, yet instruction and professional development

targeting effective teaching practices may increase perceived self-efficacy in helping students

with ASD (Accardo et al., 2017). Ferrer et al., (2015) similarly determined that among dyslexic

readers, effective reading interventions and teaching could contribute to narrowing the

achievement gap.

Accardo et al.'s (2017) and Ferrer et al.'s (2015) findings regarding teacher self-efficacy

among students with disabilities that affect reading may transfer more broadly to students with

literacy issues because of varying abilities. On the one hand, lower teacher self-efficacy may

contribute to the consistent gaps among those with reading disabilities; yet, developing high

teacher self-efficacy through effective training and interventions may provide a pathway to

reduce those gaps (Accardo et al., 2017; Ferrer et al., 2015). As a result, teacher education

programs should be active in preparing teachers in positive strategies for individuals with

differing abilities, such as differentiating lessons (Suprayogi et al., 2017).

Thus, researchers have indicated that self-efficacy perceptions of educators are

important when developing reading programs (Bayraktar, 2016; Gündogmus, 2018). Various

personal variables may influence reading teacher self-efficacy, such as gender (Bayraktar, 2016)

and teachers' reading and writing abilities (Canbulat, 2017). Also, student population

characteristics might influence teacher self-efficacy (Accardo et al., 2017), though this influence

might be minimized with effective training in teaching strategies (Accardo et al., 2017; Clark,

2016). Though, few researchers have investigated what role does teacher self-efficacy plays in

implementing targeted reading interventions to populations with low literacy, as in the present

study. Addressing the missing pieces in the literature by using self-efficacy as a theoretical

framework, as in the present study may help to improve decision-making at the local level, but

also to improve data regarding self-efficacy and interventions more holistically. When

addressing the broad issue of the disparity gap of students with disabilities in the United States,

the influence of reading teacher self-efficacy is highly important.

The Importance of Literacy and Reading Achievement Gaps

During the last decade, middle school student success in reading has declined and they

are reading below grade level and have become distressed for educators (Still, Cummings,

Thibodeaux, & Abernathy, 2019). Reading is essential across subject areas for student success; if

students have language impairments in reading, they will not have success in science or other

academic classes (Droop, van Elsäcker, Voeten, & Verhoeven, 2016; Griffin & Murtagh, 2015;

Jones et al., 2017; Nippold, 2017). Further, literacy has been related to students' long-term

socioeconomic success (Jones et al., 2017). As a result, reading instruction is an essential

focused goal in most academic realms (Jones et al., 2017).

Integrating literacy in today's school is about creating quality instructions and enhancing

the learning outcome of every student, not just struggling students (McDaniel & Riddile, 2015).

McDaniel and Riddile (2015) indicated that improving literacy skills linked directly to students'

overall achievement; thus, emphasizing literacy can lead to generalized improvements in

students' progress. Many school districts have found that the use of technology can be a

positive approach to help improve literacy in middle school classrooms. However, contradictions

can emerge when students are inundated with print text using their electronic devices almost

non-stop throughout their day. Technology-based reading should not be relied upon alone

because it tends to devalue language skills, particularly the importance of reading (Bippert,

2019). Thus, eliminating or minimizing literacy gaps and emphasizing the importance of reading

skills for all students is essential to long-term success.

High School Students With or At-Risk for Reading Disabilities

Although reading is important for all students, there are some significant characteristics

of differences between fluent students and struggling students in reading. According to

Robinson, Meisinger, and Joyner (2019), one of the essential components of reading is reading

fluency, the skill to orally read a text with prosody, automaticity, and accurately. When fluent

readers read silently, they can read every word and comprehend what has been read. Also,

when reading aloud, they read naturally and with ease. Struggling readers are not able to

interpret written words; they have problems with decoding words which makes comprehension

a problem. (United States Department of Education, 2015). Additionally, struggling readers need to learn decoding skills which can help improve fluency and ensure their development (Griffin & Murtagh, 2015).

Some students with disabilities have persistent reading differences that indicate the need for efficacious reading teachers. Nippold (2017) discussed specific reading comprehension deficits (S-RCD) in childhood and comparing it to their lexical and syntactic development. The implications indicated that students with poor reading comprehension at 6 years old continued to have difficulties as adolescents. Similarly, Ferrer et al. (2015) compared the reading gap between a total of both 414-learning impaired and typical readers in a longitudinal study, evaluated every year from 1st through 12th grade on measures of reading and IQ. The difference between learning impaired and typical readers on passage comprehension scores varied to some extent across grades but learning impaired readers never catch up over the years with those of the typical readers. The results indicated the need for early reading intervention in learning impaired students to narrow the learning gap (Ferrer et al., 2015).

Also, students in alternative schools perform considerably lower than students in regular school settings on statewide assessments in reading. Wilkerson et al., (2016) investigated instructional strategies of supplemental reading interventions in alternative school settings. The supplemental reading instruction provided the identification process and the barriers to providing this instruction. Secondary teachers in alternative settings need to provide reading lessons and instructions that are personalized for these students that are labeled as at-risk students who struggle to master basic reading skills. Specifically, using technology-enhanced and computer-based instructional programming is encouraged to facilitate reading gains.

Findings indicated that a majority of alternative schools offer reading interventions due to scores from standardized assessments. Barriers to providing instruction included lack of qualified content area teacher's student to teacher ratio, inadequate financial support, disruptive behavior and lack of intervention support, lack of social interactions, lack of motivation, and insufficient time. Ferrer et al.'s (2015), Nippold's (2017), and Wilkerson et al.'s studies indicated pervasive reading gaps that necessitated reading interventions among students with reading disabilities.

These achievement gaps are particularly important because of the long-term influences of a lack of achievement. A five-year study, called Staying on Track of Learning, indicated that reading difficulties, more than mathematical difficulties, predict delayed graduation, while mathematical difficulties are linked to a short educational career and the risk of ending up (as an adult) not employed, disengaged in both education, or training (Hakkarainen et al., 2016). Therefore, Hakkarainen et al., study indicated that students who are below academic levels in reading and math have several long-term effects on young adults' who wish to pursue higher education; these effects depend, partly, on the quality of educational support they receive in school.

Effective Reading Instruction and Support

Literacy development and language acquisition are essential and should begin with a high-quality intentional instructional element in every classroom (McDaniel & Riddile, 2015). Reading gaps and lacking achievement, as indicated above, led to an increased focus on effective reading instruction in multiple educational contexts. Regardless of the content area, the student needs to locate and identify the main idea, reflect and summarize key points in a

passage (Nippold, 2017) and understand the goal of reading and know the different genres to

help them navigate through different text and to choose appropriate reading strategies (Jones

et al., 2016). Further, effective reading instruction should include the essential components

which are phonemic awareness, phonics, fluency vocabulary, and comprehension (Coker et al.,

2018). By reading and writing more, students can achieve more in all content areas (McDaniel &

Riddile, 2015). Thus, these skills should be developed as core competencies for all students.

To address growing concerns regarding reading achievement, some researchers focused

on teacher practices that could increase learning (Barr & Lyon, 2017; McDaniel & Riddile, 2015).

In general, one primary method of increasing literacy is for teachers to decrease direct

instruction and to increase guided practice (McDaniel & Riddile, 2015), and the use of reading

strategies are effective when students learn to adapt to a specific one that works for them

(Droop et al., 2016). Because of the importance of student participation in literacy development,

many researchers focused on the most practical and efficacious methods of encouraging

teachers to implement student-led activities in their classrooms. For example, Ciullo, Lembke,

Carlisle, Thomas, Goodwin, and Judd, (2016) examined extensive understanding of reading

interventions for 6th–8th-grade students with reading difficulties to assess what evidence-based

literacy instruction was effective and identified the following practices as effective: the content-

enhancement tools included graphic organizers to keep students on track, and emphasizing

small group or partner learning. Struggling readers are likely to benefit from game-like activities

to engage in more traditional instructional approaches (Raffaele Mendez, Pelzmann, & Frank,

2016). Barr and Lyon (2017) further emphasized the importance of extensive reading, or graded

reading, to evaluate and increase reading skill. The emphasis in the literature is on developing

reading as a skill through targeted practice, as opposed to through directed instruction.

This type of targeted practice should not be isolated to only occur in the reading

classrooms, but in other content areas also. Exemplifying the importance of cross-classroom

literacy, McDaniel and Riddile (2015) evaluated two high schools that implemented a school-

wide literacy initiative to emphasize student-led, active learning in reading classrooms.

Outcomes of the evaluation indicated best practices in literacy development. For example, daily

lessons needed to be interactive and promote purposeful and persistent reading, writing, and

discussion. These opportunities to exercise communication skills created opportunities for

student's retention increased their mastery. However, administrative participants in McDaniel

and Riddile's study indicated that a primary difficulty in implementing the initiative was

motivating skilled and veteran master teachers to change the way they teach. Further examining

students' motivation and role in their reading, Sweetman and Sabella (2018) assessed whether

identifying your purpose of reading first may increase your reading comprehension and assist

the learner to retain the reading of difficult texts. The results suggest that when identifying a

reading purpose first can assist the learner to gain greater retention of the text than those

reading without a purpose. When teachers provide strategies for post-reading activities such as

utilizing a graphic organizer and finding key sentences, it has a positive correlation of reading

with a purpose, which improves a learner's reading comprehension.

Wanzek et al., (2018), assessed the effects of 25 reading intervention programs. The

study offered a justification for implementing an early intensive intervention for secondary at-

risk students that struggle with reading. Intensive interventions can be applied in any given

subject, but reading is the primary subject targeted. Without a strong literacy foundation,

students will most likely have difficulties in other content areas (Wanzek et al., 2018). The

results of this study suggested early reading-intensive interventions can improve student

outcomes and result in positive outcomes for early struggling readers. Therefore, to eliminate

the achievement gap in reading and for the participants to excel in their content area classes,

early intervention in primary grades should take place.

Similarly studying struggling readers, Jeffes (2016) explored the efficacy of a phonics-

based reading program among secondary students identified as at-risk with severe reading

disabilities and perceived barriers to implementing the program. Under the assumption that

learners that do not possess good reading skill development, they may have difficulties with

phonics. A proposed intervention program needs to target the skills of teaching individual

sounds, and phonemic awareness and word recognition. Jeffes focused on the intervention

program, Toe by Toe, designed for learners who find reading to be difficult. The reading

program is designed to assist the struggling reader in decoding words and reading fluently by

improving decoding skills and word recognition.   Results from the study showed these

strategies improved the students' decoding and word recognition skills significantly. Likewise,

positive responses were received from both staff and students concerning the intervention and

barriers to implementation.

The effectiveness of student-led reading instruction was the focus in Sweetman and

Sabella, (2018) and McDaniel and Riddile's (2015) study may stem from the development in the

reading process and the motivation from the student. Cantrell et al. (2017) determined

mediation in reading should include active learning strategies to assist students to tackle more

rigorous text and build the learners' confidence to overcome their fear and to motivate the student to engage with the text in meaningful literacy practices. In reading education, when students have input and are given the opportunity in selecting their resources it is a way for students to be fully engaged in their learning while in the classroom (Barr & Lyon, 2017; Droop et al., 2016). For example, Droop et al., 2016, examined the effects of a reading program of third and fourth graders in the Netherlands that offered continuous strategic strategies in reading to encounter students' difficulties in reading. The goal of the intervention was for the students to become independent in using these strategies automatically and become a competent reader. The independent reading program allowed the students the choice in selecting their reading books at their reading Lexile level. The results revealed positive effects after one year of the SRI program with 3rd-grade students on effective reading strategies. Also, the SRI program revealed positive results of 4th-grade students on reading comprehension. Conversely, Barr and Lyon (2017) determined that students may not have the appropriate cognitive awareness to make effective reading selections and choices through their investigation of learners making self-selection of reading materials. Barr and Lyon determined student participants had strong preferences about their reading materials; while the preference was a great motivator for the students, the selection of books were of their liking, not too short, long, dark, difficult, or too easy. However, the results of Barr and Lyon's study indicated that some learners are capable and aware of their needs, but all learners are not able to handle the responsibility in making great choices of the best selection to meet their needs. Therefore, providing complete autonomy in text selection may not be the best practice for student learning in reading comprehension.

Conversely, a guided reading approach that is designed by teachers, but considers the needs and motivation of students, as in Jeffes' (2016) study, may provide effective interventions for struggling readers. Raffaele Mendez et al., (2016) organized a pilot project of a reading intervention study on reducing student frustration and increasing reading enjoyment. Results showed that engaging struggling readers in an early intervention program while utilizing a multi-component intervention can produce substantial gains. Students experienced significant improvement in the overall reading and in blending sounds to create words, segmenting words into sounds, creating and breaking down words. Similarly, Griffin and Murtagh (2015) evaluated the effect of a Precision Teaching (PT) learning system on primary school students in Ireland for eight weeks on sight vocabulary, reading fluency, and reading attainment scores. The outcomes showed that the sight vocabulary extended further than the target sight words. The results indicated the attainment scores of the students increased and that the PT approach was an effective strategy. Both Griffin and Murtagh and Raffaele-Mendez et al. stressed the importance of teacher flexibility and consideration of students' individualized needs in literacy development.

Another potential method for reducing persistent achievement gaps may be teachers with high self-efficacy and who implement effective strategies for reading intervention (Mokhtari, Neel, Kaiser, & Le, 2015). Among teachers of individuals with ASD, for example, Accardo et al. (2017) indicated teachers did not feel efficacious to teach students with ASD; however, those teachers who felt efficacious in teaching students with ASD had more efficacies in increasing student outcomes. Further, teachers that have high self-efficacy were able to adjust their teaching methods (Uyanik, 2016), so highly efficacious teachers may not resist

adjusting conform to reading teaching best practices, as was the case in McDaniel and Riddile's (2015) study.

Thus, effective instruction and intervention, and potentially self-efficacious teachers, were the primary tools for increasing student achievement. Secondary schools with intensive reading interventions are necessary to support at-risk students with reading-related disabilities (Jeffes, 2016). Specifically, for students who struggle with reading, researchers suggest that early and effective intervention from self-efficacious teachers seems to be the key to increasing student achievement (Accardo et al., 2017; Ferrer et al., 2015). Intensive supplemental programs have demonstrated some efficacy in increasing outcomes among students with reading disabilities, yet the research primarily supports a face-to-face modality (Mokhtari et al., 2015). The intervention program assessed in this study is Achieve3000, which is an online program, which is addressed further in the following section.

Achieve3000

The present project study addresses the local implementation of a reading program, Achieve3000. Achieve3000 is designed for targeted and intensive intervention and purports to accelerate and help remedy the weakness area of reading of students who require the need for additional support (http://www.achieve3000.com/). Achieve3000 (2017) claimed to provide tailored, standards-based content that supports foundational skills in reading comprehension, writing, and vocabulary. Specifically, individual students begin by taking a pretest, which sets up their support programs based on individual needs. Subsequently, Achieve3000 curricula present students with a variety of differentiated individualized texts of different genres in both English and Spanish based on pretests (http://www.achieve3000.com/). The program is designed in a

three-tiered system that automatically progresses students through tiers as they improve

performance through the program; also, there is a version for students in special education

(http://www.achieve3000.com/).

The guiding principle goal of Achieve3000 is to introduce students to using grade-

appropriate reading strategies and to increase their total reading skills. Students must acquire

the skills to accurately comprehend and read grade-level text for success and become a

productive citizen. According to Achieve3000, a student needs to be prepared for real-life

experiences, the challenges of pursuing higher education, or their chosen career path. Students

need to know how to read independently, obtain their background knowledge, read complex

texts at a measure of 1300 Lexile. In keeping with Common Core Standards, Achieve3000

provides a College and Career Readiness report for teachers that include information about

various postsecondary domains. When the content is differentiated, students learn best,

Achieve3000 provides for this by meeting students at their reading level and move them one

tier to the next, and identify the student needs of support. This type of personalized

intervention is efficacious in increasing students' reading performance (Cantrell et al., 2017;

O'Rourke et al., 2016).

Achieve3000 and differentiated instruction. Achieve3000 uses a classic

differentiated instruction approach to improve students' reading comprehension

(http:www.achieve3000.com/). Achieve3000 may; therefore, help teachers provide

differentiated instruction in their classroom. Tomlinson (2014) stated teachers who differentiate

provide flexible classrooms and the instructional strategies, and lessons are not produced in

mass quantities because each student requires a personal fit (Tomlinson, 2014). Further,

teachers who implement differentiated instruction do so at different levels in which the content

teachers deliver, the process of learning, and the product that students are expected to deliver

(Suprayogi, et al., 2017).

Various researchers have supported the effectiveness of differentiated instruction, as

perceived by teachers and teaching candidates. Smeeton (2016) investigated teacher

perceptions about their practices of utilizing differentiated instruction, and the training they

received about differentiated instruction in a school district in the Northwest region of Georgia.

Using Tomlinson's (2013) content, process, and product theory, the study revealed that the use

of a differentiated learning environment is integral to the success of students. Similarly, Wan

(2016) investigated pre-service teachers' self-efficacy belief toward the use of a differentiated

instruction approach. The study revealed that the training gave them more confidence in their

abilities to provide individualized instructions to match the needs of all students. Therefore,

Wan's and Smeeton's results seem to support that teachers feel that differentiated instruction is

a successful strategy for addressing students' needs, and when given appropriate tools and

training, that they are interested in the approach.

Previous researchers have supported the use of differentiated instruction, like

Achieve3000, in improving students' reading comprehension (e.g., Shaunessy-Dedrick et al.,

2015). Shaunessy-Dedrick et al., (2015) used a cluster experimental group to observe primary-

grade students' reading comprehension and their perspective towards reading in a

differentiated learning environment. The treatment groups utilized the Enrichment Model–

Reading (SEM-R) supplemental reading program and the control group utilized the district

reading curriculum. SEMR allows the teachers' differentiation practices to meet the student's

needs with reading disabilities in remedial reading classes. The results indicated no significant differences in students' attitudes in either group toward reading. Nevertheless, the scores on the comprehension posttest with the SEM-R students were significantly higher than the students in the control schools (Shaunessy-Dedrick et al., 2015).

Similarly, Miciak et al., (2018) presented a comparison reading intervention study with at-risk students with developmental reading disabilities. The students were assigned to either a one or two-year intervention program. Both intervention groups received explicit instruction in reading fluency, word recognition, and reading comprehension. Preliminary evidence suggested a significant difference existed for students in the two-year intervention program on procedures of word reading and fluency. However, the findings revealed no significant differences existed amongst the two groups on procedures of reading comprehension. Secondary school students with reading difficulties needed continuous interventions to close the learning gap.

Thus, there is support for tailoring instruction as a method of addressing students with reading difficulties. However, this support is not universal, as some researchers have noted that any ongoing reading instruction has implications for student success (Altınkaynak, & Akman, 2016). Altınkaynak, & Akman, 2016 studied a Family-Based Literacy Preparation Program on children's reading acquisition through an experimental study. This study consisted of three groups: experiment, placebo, and control groups of an intervention involving phonics, vocabulary, writing, a pretest, and posttest and a follow-up test. Ongoing professional development was provided to the families involved in the experiment group. The study indicated that it increased children's reading, language, and visual perception skills. The study also indicated that it is essential to increase families' understanding of literacy preparation and

give them the skills to help their children. By doing so, it can have a positive long-term effect and outcomes for student success.

Relatively little was known about the use of computer-based software, like Achieve 3000, to implement differentiated instruction and improve students' literacy. Some studies found similar outcomes between online and face-to-face reading interventions (Freund, Kopak, & O'Brien, 2016), but little information existed specific to Achieve3000. Understanding the utility of electronic differentiated instruction was important because differentiated classrooms support student differences and similarities; however, they require significant teacher self-efficacy, mastery of skills, and investment of time (Tomlinson, 2014). Computer programs like Achieve3000 may allow students to work individually, thereby reducing pressure on teachers to differentiate instruction. According to (Hein, 2018), there are significant effects that exist among the independent reading approaches and the non-independent reading approaches for reading achievement or reading volume. Silent reading has been shown to increase reading and fluency skills, but should be combined with other techniques or reading approaches to improve reading fluency.   However, if teachers are not confident or comfortable using Achieve 3000, they may fail to incorporate it into their classrooms.

Influence of Achieve 3000 in addressing literacy issues. In its underpinnings, Achieve3000 seems to emphasize some key reading strategies necessary for addressing literacy issues. For example, Achieve3000 provides students with a variety of genres to teach them how to respond to different types of texts and select appropriate reading strategies, which is a core reading competency (Coker et al., 2018). The program emphasizes metacognition, which Bippert and Harmon (2017) found correlated to reading achievement and reading strategy use. Also, as

indicated above, by providing an individualized experience for each student, Achieve 3000 may

link to the benefits of differentiated instruction for reading comprehension (Shaunessy-Dedrick

et al., 2015) without placing undue burdens on teachers. Specifically, O'Rourke et al.,

emphasized the importance of oversight and appropriately leveled texts for individual readers,

which supported the Achieve3000 approach.

Few researchers have specifically examined the influence of Achieve3000 in addressing

problems with literacy, and what literature does exist was mixed regarding the program's

efficacy. For example, the Houston Independent School District (2017) examined the impact of

the Achieve3000 program during the 2016-17 school year in the Houston School District.

Houston adopted a Newcomer Program for immigrant English Language Learners (ELL) for at-

risk immigrant students with learning difficulties in grades 6-12. One of the main components of

the program involved the use of the Achieve3000 program and intensive English language

development.   The school district administered the reading portion of Achieve3000 after every

grading cycle ended. This study measured the impact on students' achievement scores,

including whether newcomers versus non-newcomers scored higher on the pre/posttest. When

comparing the group of students, the findings exposed that newcomers scored higher and their

Lexile score gains were (98 vs. 63) on the Achieve3000 reading assessment.

Conversely, Bippert and Harmon (2017) interviewed nineteen middle school reading

teachers in Texas regarding their perceptions of three on-line reading programs used to help

improve student literacy skills: Read 180, Istation, and Achieve 3000. The study revealed that

teacher's perceptions were very important in the success of an intervention in improving

student achievement. Cited benefits of all online programs were the ability to supplement

instruction and the immediate feedback available for students and teachers. In respect to

Achieve3000, students can choose an article of their choice, and the teacher can adjust the

article to the student individual reading level. As an online program, technology can benefit a

struggling reader by keeping them engaged which can increase a students' motivation. This is

one of the strong benefits of this program. Also, the greatest concerns in this study with Istation,

Read 180, and Achieve 3000 were the computer software, hardware, and reliability issues of the

internet. Despite these barriers, participants stated that computer-assisted programs helped

struggling adolescent students improve their reading performance.

Thus, researchers have indicated that differentiated instruction can positively influence

reading students' performance (Shaunessy-Dedrick et al., 2015). Students that have difficulty

with learning to read are negatively affected, which can include special education placement,

school failure, and unemployment (Jones et al., 2017). Therefore, developing reading abilities

through effective instruction is essential (Nippold, 2017). Achieve3000 (2017) purported to

incorporate differentiated instruction through the use of personalized computer-based

instruction, yet its implementation at a local site did not improve student achievement as

indicated by FSA scores, prompting further investigation.

Teacher self-efficacy, or lack thereof, is a key component of successful change (Uyanik,

2016), and can improve students' outcomes, in general (Zee & Koomen, 2016). Teachers'

perceptions play a key role in making sure that students succeed with interventions that

improve their outcomes, including through the benefits of teacher self-efficacy (Kim et al., 2017;

Muijs & Reynolds, 2015; Son et al., 2016). Specifically, teacher perceptions of on-line

intervention programs seem to influence students' achievements (Bippert & Harmon, 2017). As

yet, this factor had not been examined about Achieve3000 implementation specifically, at the local or broader level. Therefore, a significant gap existed in the literature regarding Achieve3000 implementation. Thus, the present project study assessed teachers' perspectives of the Achieve3000 program at the local level, and make suggestions or a proposal constructed on the research through the lens of self-efficacy to try to address the literacy problem at the local site.

Implications

At-risk students with specific weakness in reading, it poses a challenge and the results are the repercussions for intensive reading interventions. At-risk secondary students with low reading skills and reading difficulties, intensive interventions should consider ones that use texts that build background knowledge. Achieve 3000, a research-based intensive reading intervention program provides a diagnostic tool for a response to intervention for secondary students. This tool may be valid for more widespread literacy issues, or it may be that the local program should investigate additional resources for addressing the local literacy issue. An analysis of the literature indicates that implementation is vital to obtaining desired outcomes. There are limited studies on the effectiveness of Achieve3000 and teacher' self-efficacy. Therefore, the study has implications for positive social change by understanding the implementation of Achieve 3000 and what type of support teachers may need to implement the program which can lead to greater student success in reading. The results of this study are beneficial and potentially helpful to both remedial reading teachers and students. The development of professional training for remedial reading teachers would increase their knowledge and skills to effectively teach struggling readers.

Summary

An exploratory qualitative case study approach was used to explore teachers'

perspectives of and experiences with the use of Achieve 3000 with remedial reading students.

Exploratory case studies are best to discover or search any phenomenon in the data which is of

interest to the researcher (Yin, 1984). The evidence from this study could help to address an

immense issue with graduation rates. Moreover, students who do not demonstrate proficiency

in reading will not graduate and may have long-term adverse socioeconomic effects as a result

(Jones et al., 2017). Therefore, the present study contributed to information that can improve

graduation rates and positively affect students' socioeconomic futures. One valuable and critical

foundational skill a student can learn is to have a strong reading comprehension background

(Coker et al., 2018; Hjetland et al., 2019).   Through this study, I discussed a problem of reading

literacy by focusing on the implementation of a school-wide reading program, Achieve 3000, at

Westside High School.

Semi-structured one-on-one interviews were an integral part and one of the primary

sources of the data collection process. The other primary source of the data collection will be

teacher observations. Observational data in this study are vital and essential, acquired from the

natural, uninterrupted setting, with participants communicating in their terms and behaving

naturally. Classroom observations were conducted with the same remedial reading teachers as

those who were interviewed. In Section 4, I discussed the findings from this study, project

strengths, limitations, and provide suggestions about the practices that will promote teachers'

efficacy following implementation. This study has a significant implication for positive social

change by understanding implementation and what type of support teachers may need to

implement the program which can lead to higher student success in reading.

Section 2: The Methodology

Introduction

In this section, I provide the research design and approach of the qualitative case study. Also, I discuss the criteria for selecting participants, gaining access to the participants, data collection, and data analysis. I discussed the limitations that are in this section of the study. The research questions in this study were:

RQ1: How do teachers use Achieve3000 for high school students identified as at risk for reading difficulties?

RQ2: How do teachers describe the challenges of using Achieve3000 for high school students identified as at risk for reading difficulties?

RQ3: What are teachers' perspectives of their ability to use the Achieve3000 reading program?

Research Design and Approach

This study was a qualitative case study (Yin, 2012). Case studies allow researchers to conduct a comprehensive investigation of single or multiple cases at a microlevel. One of the many purposes of a qualitative research study is to explain the ways people in certain settings come to be aware of, explain, act on, and deal with their daily situations (Miles & Huberman, 1994). Also, field research is an integral component of qualitative research methodology (Arrington, 2018). The specific qualitative methodology for this research was an exploratory case study. Researchers use exploratory case studies to discover or search any phenomenon in the data that is of interest to the researcher (Yin, 1984).

The qualitative method was more appropriate for this study than a quantitative or mixed methods approach because the study was conducted through diligent contact with a field or life situation (see Miles & Huberman, 1994). I chose a qualitative research design because the data was recorded in the form of opinions and experiences (see Clark & Vealé, 2018). A quantitative method was not appropriate because quantitative data are reported through statistical analyses. By utilizing a qualitative research method, the participant can talk intensively in providing their perspective. Usually, a case has a distinct place or timeframe (Miles & Huberman, 1994 p.26). Four other qualitative research design approaches were also taken into consideration: phenomenology, narrative, ethnography, and grounded theory, but they were not appropriate.

Phenomenology attempts to understand or explain life experience as a person lives through it. The best approach to enter a particpant's life is to involve yourself in it (Given, 2008). Phenomenological analysis emerges through descriptions of lived-through moments and stories of human experiences remembered. A narrative approach explores the lives of individuals, society, communities, organizations, and nations. A narrative design analysis involves interpreting text commonly in a storied form (Given, 2008). Also, a narrative approach attends to sequences of action and how a story is composed, which distinguishes this method from other qualitative approaches. Narrative analysis emerges from stories developed in interviews, observations, fieldwork, archival documents, and visual media. An ethnography approach is used to gain, describe, and interpret or comprehend a complete picture of an ethnic, cultural, or social group. This research is conducted in the native environment and the researcher looks for patterns of thought and behavior in a group. The essential data techniques

for this approach are interviews and build on a continuous analysis throughout the study. A

grounded theory design consists of a set of methodical strategies of conducting inductive

qualitative inquiry aimed toward theory building (Given, 2008). According to Given (2008),

grounded theory research involves theoretical sampling; once key categories are selected, the

researcher then refines and elaborates on them. None of these strategies were appropriate

because the research questions for this study required teachers' perceptions of Achieve3000

and the implementation process. A qualitative design case study was more appealing, best

suited, and the most appropriate strategy.

Criteria for Selecting Participants

In qualitative research, the first consideration for a researcher is to select the

participants successfully. The researcher must determine the criteria first for selecting the

participants (Merriam & Tisdell, 2015). In qualitative research, the most common selection

strategy is purposeful, which was what I used in this study. According to Creswell (2012),

purposeful sampling is useful for selecting research participants based on their ability to

understand and communicate an awareness of the research problem. Purposeful sampling

permits the researcher to explore, understand, and gain a deeper insight into the cases being

studied (Patton, 2014).

I originally intended to obtain 10 remedial reading teachers' perspectives of their use of

Achieve3000 in their classrooms to support the academic needs of struggling students. Of the

10 contacted by e-mail, three chose not to participate and did not reply "I Consent". A total of

seven of the 10 remedial reading teachers volunteered, were chosen, and participated because

they fit the criteria and could answer the interview questions and offer information related to

the phenomenon being studied (see Sargeant, 2012). The participants in this project study were

ninth through 12th grade teachers who worked with at least one student using Achieve3000 at

the local high school. These participants taught differentiated instruction in remedial reading

through the computer-based program, Achieve3000. With qualitative research, the importance

is placed on the collection of detailed and comprehensive data rather than the size of the

sample itself (Lodico, Spaulding, & Voegtle, 2010). To ensure confidentiality, all participants

were assigned a pseudonym, which is reported below in Table 3.

Table 3

Participant Demographics

Pseudonym	Race	Degree	Gender	Years of Teaching	Grade Taught
T01	White	Masters	F	24	11-12
T02	White	Bachelors	F	10	9-10
T03	Black	Bachelors	F	1	10
T04	White	Doctorate	F	17	11-12
T05	Hispanic	Masters	F	5	9-11
T06	Caucasian	Bachelor	F	19	9-12
T07	White	Specialist	F	15	9

All participants in this study had a wide range of teaching experience from 1 to 24 years.

All have taught ninth grade and above for at least 1 year.

Gaining Access to Participants

I used a low-pressure means of communication by e-mailing participants. After official

approval was secured from administration at the local school site to conduct my research study

and permission to collect data was granted by the Walden Institutional Review Board (approval

01-07-20-0525344), I e-mailed potential participants to invite them to participate. This

research involved human subjects; therefore, several considerations were integrated into the

study to make certain that the research was conducted within ethical boundaries as presented

in Protecting Human Research Participants online training. It is necessary in research involving

human subjects to uphold ethical standards. All remedial reading teachers received an e-mailed

copy of the consent form to read and were given time to ask questions. All remedial reading

teachers who chose to participate in the study were e-mailed a printable version of the

demographic questionnaire (see Appendix C) to complete. Teachers' completion of the

demographic questionnaire and consent form was considered informed consent.

To protect all participants, I protected confidentially of their information by utilizing

pseudonyms. Transcripts were not identified by the participant's name, only the combinations

of letters and numbers. Lesson plans, observations, and interview protocols are stored at my

home in a locked file cabinet. All private data is kept by electronic files and stored on my

password-protected computer and backed up on an external password-protected hard drive, all

of which will be kept for at least 5 years. All participants have equal access to the results of the

study by direct e-mail from me.

Role of the Researcher

Currently, I am a ninth grade Workplace Essentials/Technology Teacher at Westside Senior High School. I have a total of 6-years experience at the site where the study was conducted. Participants were on the same level as me (teacher). I do not have administrator privileges over the teachers, and this helped me avoid any bias or conflict in reporting the data. I also do not have supervisory responsibilities at any location in any district. My only bias in this study, as a former Exceptional Student Education teacher, I believe when students are struggling, educators need to be able to recognize and understand the importance of differentiation in in the classroom. Monetary compensation or gifts were not offered to any participant in this study.

<div align="center">Data Collection</div>

Data for qualitative studies are collected through observations, semistructured interviews, and document analysis, among other methods (Merriam & Tisdell, 2015). For this study, I explored remedial reading teachers' perceptions through (a) teacher interviews (b) classroom observations (c) demographic questionnaire, and (d) review of lesson plans. I collected data at the local research site over a period of 3 weeks. While participants were interviewed, I took notes and used a recorder to capture the full conversation. All participants were asked the interview questions listed in Appendix B. I transcribed the data collected and gave each teacher a two-digit code to safeguard confidentiality.

Interviews

The purpose of interviews is to gather valuable data with the participants' lived experiences about their perspectives that may not otherwise be observable (Patton, 2014).

Interviewing enables the researcher to question and understand information from another person's perspective (Patton, 2014). I used one-on-one, semistructured interviews as one primary data collection method. For the one-on-one interviews, I created an interview protocol to follow (see Appendix B) that was based on the framework of Bandura's self-efficacy constructs. I used a digital recorder to capture all responses and later transcribed them verbatim into a Word document for analysis.

Teachers were provided a choice of location and time for face-to-face interviews. The interviews lasted approximately 30 to 45 minutes. After the initial e-mail invitation and participants replied "I Consent" to participate in the study, a demographic questionnaire was e-mailed with a place to indicate the availability of time and preferred location to meet with me. All interviews were conducted in the perspective teacher's classrooms before school in January at the local school site. The teacher's interviews took place before the classroom observation. After the teacher's interviews, I sent e-mails to each of the participants thanking them for taking the time to answer questions and expressing their thoughts.

Demographic Questionnaires

Before the one-on-one interview and classroom observation, participants completed a demographic questionnaire to ensure they met the participant selection criteria. The results revealed the teachers had a wide range of the number of years teaching in the remedial reading content area. The experience years range from one year to the highest of 24 years in teaching. Three of the teachers had a bachelor's degree, two teachers had a Master's degree, one had a Specialist degree and one had a doctorate as their highest degree attained. All teachers had a

certification background in Reading and one of the teachers came to teaching as a second career.

Observations

Observational data in this study are vital and essential, acquired from the natural, uninterrupted setting, with participants communicating in their terms and behaving naturally. Researchers do not know in advance what they will see or what they will look for (Cohen, Manion, & Morrison, 2018). The goal of observations is to bring the investigator into the setting of the study and allows for immersion in the environment (Patton, 2014). The observation lasted one complete class block of 48 minutes. The start and stop time was recorded on the observation form. To measure the teacher's efficacy and observable behaviors in the classroom, a researcher created an observation checklist (see Appendix C) that was utilized and followed based on Bandura's self-efficacy constructs. At the end of each observation, I thanked the teachers for allowing me to observe their classroom during one of their Achieve3000 lessons.

Lesson Plans

This qualitative study included collecting data through the remedial reading teacher's lesson plans. Three teachers emailed me lesson plans one to two days before the classroom observation and four teachers emailed lesson plans one week before the process took place. The local school site required teachers to create and maintain weekly lesson plans for documenting curriculum efficiency. The lesson plans provided an insight of strategies utilized with Achieve3000 and to add further insight into answers to RQs. Also, the lesson plans provided an insight into how the teacher utilizes differentiated instruction with the computer-

assisted program. Lesson plans also provided triangulation to the data sources of data to find information that pointed to the same conclusion (Creswell, 2012).

Lesson plans were utilized to explore and examine the academic goals and objectives for the use of Achieve3000. The lesson plans begin with the learning objective, pacing, and suggested readings. The teaching routine of the plans included what to do before reading, during reading, and after reading and strategies for future reading. The learning objective was designed for students to improve their understanding of an article by learning to summarize it.

Data Analysis

For this study, remedial reading teachers' perceptions were explored through (a) teachers' interviews (b) classroom observations (c) document analysis (i.e., lesson plans) and used to answer the three research questions. Data were collected from seven remedial reading teachers to understand and gain insight into the intervention program. I transcribed the data from each interview immediately. After completion and transcribing of all interviews, the data was exported from Word into NVivo 12 Pro software data management program. NVivo 12 Pro is a software designed to support qualitative analysis (Houghton & Houghton, 2018; Zamawe, 2019). NVivo can assist researchers to analyze text-based data quickly. NVivo software supported me with procedures such as storing, organizing, and sorting during the data analysis process. After input, queries were run for repeating phrases, and words of the information. As the researcher, I conducted the data analysis myself through the use of the constant comparative method to generate the findings of this study for the emergent themes (Merriam & Tisdell, 2015).

Qualitative analysis's primary function is to explain the meaning of the data, the resulting themes, and to understand the phenomenon that is being studied (Miles & Huberman, 1994; Sargeant, 2012). Thematic coding was used for the interviews and observation results based on the constructs of the framework. Open coding was then used to allow for any additional themes to emerge (Miles & Huberman, 1994). The data were evaluated to determine common patterns and themes across different interviews (Clark & Vealé, 2018). All themes were studied and categorized to the research questions. The initial four themes, six subthemes, and two emergent themes came from the constructs of the conceptual framework of Bandura's self-efficacy from the interview and observation data are presented in Table 4 below. Further discussions of themes, subthemes, and descriptions are discussed in the Data Analysis Results section.

Table 4

Themes and Descriptions

Research questions	Themes	Subthemes
How do teachers use Achieve3000 for high school students identified as at-risk for reading difficulties?	Teacher's belief on their ability to implement the Program	
		Benefits of using the program
	Teacher's belief of their ability to supporting struggling readers	Monitoring the data
		Articles
		Graphic Organizers
		Motivational Strategies
How do teachers describe the challenges of using Achieve3000 for high school students identified as at risk for reading difficulties?	Inadequate Follow-up Training	Time Constraints
What are teachers' perspectives on their ability to use the Achieve3000 reading program?	Teacher's belief on their ability to use the program	Ease of Use
		Students perception of the Program

Discrepant Data

After completion of all datasets, the data for common themes from the interviews,

lesson plans, and observations, discrepant information emerged. Discrepant information is very

important in the analysis process because it can lead to re-examination and the meaning of the

data (Yin, 2016). During the data analysis process, contradictory information surfaced, which is

inconsistent with other participants' responses and the majority of the data. But, this

information is important on the subject of the explored phenomenon, it can lead to a deeper

understanding (Maxwell, 2013; Yin, 2016). The discrepant cases are included in the findings.

Triangulation of Data

The process of triangulation uses several methods of data collection and compares the

results which increase validity and strengthen the trustworthiness in a study (Lodico et al.,

2010). To improve accuracy and increase the validity measure of the study, triangulation can be

used (Ashatu, 2015). The effective use of triangulation consisted of multiple methods of data:

teachers' interviews, classroom observations, and document analysis, to provide an inclusive

phenomenon aspect of the program being studied. Using multiple data collection also helps

establish research credibility (Park & Lee, 2010). The data will come from multiple sources to

create a chain of evidence to support the findings (Yin, 1994).

Reliability, Validity, and Credibility

There are several approaches to address reliability, validity, and credibility in a study.

One way is by triangulation, multiple data sources were utilized (i.e., interviews, observations,

and reflections). Also, member checking was conducted, which also helps establish credibility

(Park & Lee, 2010). To ensure validity, preparation was conducted throughout the study. Semi-

structured interview questions instrument were incorporated, to remove researcher bias and

opinions. Also, to ensure reliability and validity, open-ended questioning formats were

conducted during the interview process and the formatting did not guide the participant to

answer in any certain manner. The next approach was to conduct reliability checks of data entry

by coding responses into categories (Fink, 2003).

Member Checking

To ensure the validity of the data, I performed member checking. After analyzing the

data, copies of the draft findings were sent to each participant for analysis of their data to check

for accuracy of my interpretation of that data and viability of the findings in the context. There

were no replies from any participants requesting changes or corrections via email.

Limitations

Limitations should be considered in every study, the researcher should ensure that they

do not outweigh the benefits (Lodico et al., 2010). One limitation of this study, the researcher is

the principal study instrument. A major limitation was the limited number of remedial reading

teachers at the local high school site. This study was conducted in a single school district which

may have limited transferability.

Data Analysis Results

This qualitative case study had three research questions aligned with the purpose of this

study, which was to explore teachers' perspectives of and experiences with the use of

Achieve3000 with remedial reading students using the conceptual framework of teachers' self-

efficacy (Bandura, 1977). The three research questions were aligned to the eight interview

questions to anticipate returning relevant data for the analysis process (see Table 5).

Table 5

Research Questions Aligned to the Interview Questions

Q/IQ	R Q1	I Q2	I Q3	I Q4	I Q5	I Q6	I Q7	I Q8
R Q1		*		*	*		*	*
R Q2			*		*	*		
R Q3	*		*	*				

After several rounds of comparing transcripts reading and reflections, I coded the data by utilizing a color-coded method to augment the simplicity of analysis.

Data Analysis Results

Themes

The findings of the analyzed data revealed a total of four main themes, six subthemes, and two emergent themes to answer the three research questions. The purpose of this study was to explore teachers' perspectives of and experiences with the use of Achieve3000 in

secondary reading classrooms and to provide information about teachers' perspectives of their ability to implement the Achieve3000 program, which may contribute to student learning.

There were seven total participants interviewed. All participants in this study had a wide range of teaching experience ranging and background experience with various subject areas. The range of teaching was from one to 24 years. All have taught ninth grade and above for at least 1 year.

RQ1 was: How do teachers use Achieve 3000 for high school students identified as at-risk for reading difficulties?

To answer RQ1, I asked five interview questions of all participants. The results showed one theme, three subthemes, and one emergent theme was revealed as to how teacher participants use Achieve3000 in their classroom to support struggling students.

Theme 1: Teacher's belief on their ability to implement the program. Achieve 3000 is the program under study in which remedial reading teachers implement in their classroom. Achieve3000 provides nonfiction texts to students in the remedial reading classroom through an online differentiated program.

All seven participants mentioned that they use Achieve3000 in the classroom. Five of the seven teacher participants said they use the program twice a week and two of the participants mentioned that they use it two to three times a week to support their student's reading.

When comparing the classroom instructions of the teacher participants, all seven participants mentioned that effective implementation of the reading program is crucial for

student's success. T01 match the articles from the program that goes with the standards that are being taught for the week. T02 stated:

> A typical Achieve 3000 lesson begins with activating student's background about the topic or providing with interesting facts and then the student would vote on a Before Reading Poll that entices them into reading. After the introduction, students will read the article, do the multiple-choice activity, do the After Reading Poll, and finally, they finish with the Thought question where they answer an essay question in a paragraph.

T03 mentioned that on a typical day she not only includes reading stories, but also uses vocabulary and creative writing.   T04 followed the step by step guide and utilized the lesson plans provided for every article. T05 stated:

> Every Monday I would start the week by discussing our theme for the week and tie into how our assigned Achieve3000 article is related. I would also discuss the premise of the article to help get their feet wet, so to speak. Throughout the week, I would refer back to Monday's article and weave it into our lessons. Then on Friday, we would recap and again discuss the basic idea of the Achieve 3000 article for the day.

T06 prepares by previewing what lessons are listed on the weekly calendar. But, she also expressed her frustration with using the program as a station and using it to teach vocabulary, due to its failure with her students. T07 explained that each day her students understand what they are supposed to do on the days they utilize Achieve3000. The students get their chrome books and open up the program. The students begin to access the articles that

are set for them by the program. After completion of their reading, they answer multiple choice

questions.

Theme 2: Teacher's belief of their ability to supporting struggling readers. All seven of

the teacher participants mentioned that they believe that the Achieve3000 program is effective

for at-risk students who struggle and have difficulties in reading. Moreover, each teacher

participant mentioned that they understand that the ultimate goal of the program is to help

their struggling students.

T02 believes it is a great differentiation tool to use in her reading class because students

usually come to her with great discrepancies in their reading abilities and Achieve3000 assist

with that issue because it provides them with a visual tool to track their own progress, which

can boost their confidence. T03 stated the past results showed a 51% points for many of her

students over a school year. T06 explained that if the student does not make 75% or above on

the passage questions, or if the student fails more than twice, she would pull that student to her

desk to work on the passage together. This allowed for her to provided additional individual

assistant to students who are not successful. While they all agree, one of the seven teachers

believes that it is not a cure-all for struggling readers and one believes that using other

resources along with Achieve 3000 can assist with the struggling students. Also, she mentioned

that the students are not able to decrease the gap enough in one or two years to make up the 5-

year gap.

Subtheme 1: Benefits of using the program. A subtheme was found in which many of

the participants stated specific aspects of the program that they implement. Some of the

aspects included things like monitoring the data provided by the program to monitor students'

progression. Other aspects of the program such as using reading articles, and graphic organizers were mentioned. Many of the participants mentioned how using the program really helps support the reading success of struggling students. A few of the participants mentioned how this program really seems to motivate the students as it provides real-time feedback to their progress.

The term Lexile level emerged as frequently mentioned throughout the responses of participants. Achieve3000 generates a student's Lexile level and chart it on the student's home screen for their viewing. Student's Lexile level is measured by taking a pre-test assessment in the program and a score is generated. The placement test matches student Lexile score and assigns appropriate reading passages on that same level.

All seven participants mentioned they felt there are many benefits the program offers students. The most consistent benefit most of the teachers mentioned was that the program provides the Lexile level for each student. Five participants mentioned how the program supports improving student's Lexile level specifically. T01 mentioned that she like that her students are reading on their independent reading level and that Achieve 3000 moves their levels up as they make progress. T02 stated "If used properly and faithfully along with its rich nonfiction resources, Lexile levels can increase drastically. T05 stated "The biggest benefit I see is that Achieve 3000 starts at their Lexile level rather than beginning at the level they should be at for their grade level. T06 mentioned that if you use it as it was meant to be used; it can improve a student's reading Lexile level.

One teacher participant mentioned how helpful the program is to support student's learning, stating: "Begins with activating student's background. Students read articles and answer multiple-choice questions."

Another teacher participant mentioned how the data is arranged in a variety of manners and is very useful stating "I am able to get results from student's comprehension question from the system immediately".

Subtheme 2: Using specific aspects of the program. A subtheme was found in which many of the participants stated specific aspects of the program that they implement. Some of the aspects included things like monitoring the data provided by the program to monitor students' progression. Other aspects of the program such as using reading articles, and graphic organizers were mentioned. Many of the participants mentioned how using the program really helps support the reading success of struggling students. A few of the participants mentioned how this program really seems to motivate the students as it provides real-time feedback to their progress.

Monitoring the data. Reports are provided from the program to both students and teachers to assist in the monitoring and assessment of students. Students are able to view their individual progress. Teachers are able to access and monitor both individual and whole-class data, usage and progress reports.

Three of the seven teachers mentioned that they appreciate the components of the data tracking system. T05 spoke on Achieve3000 on how it helps teachers to meet students

where they are and have the data to track their progress. T07 also added that the data is arranged in a variety of manners and is very useful for both student and teacher.

Articles. The program provides a variety of articles for utilizing differentiation in the classroom. All seven participants mentioned specific aspects of the program that they use often. Four of the seven mentioned using the articles that are assigned to students in the program. T01 teacher participant said: "I match up articles with the standards" to support the student use of the program. Conversely, she mentioned using the stretch articles with her students. The stretch articles exposed students to a higher-level text or at the student grade-level text, but they were not successful in using them. She stated, "With the stretch article, I do the activity questions with them, and they still have trouble working out what the questions are asking. T05, mentioned that Achieve 3000 provides a variety of articles for students to choose from; and it also benefits the teachers with an abundance of choices to incorporate into their lesson planning. She also stated that the means of breaking down assigned articles to each individual Lexile level is the best way to differentiate in a remedial reading class. T07 stated, the articles are great because each student can read the same articles, but at different reading levels.

Graphic organizers. The graphic organizers are used as a reference for the thought question response and a helpful tool to organize the student's work and help students to monitor their comprehension. Two of the seven teacher participants spoke on the use of the graphic organizers, but had mixed comments. T01 stated she downloads and would print the graphic organizer to go along with the articles and her students and they are allowed to use them as a reference for the thought question responses.

T06 stated:

> The graphic organizers were a challenge for my students and disliked them if I just
>
> introduced the passage and they did them individually. But, if we did them as a group or
>
> class project, they enjoyed it more because it felt less of a chore. We begin using them
>
> before or after the passage, sometimes making it into a game (scavenger hunt), was
>
> enjoyable for them.

Emerging Theme 1: Motivational strategies. Many of the teacher participants
mentioned various motivational strategies they use to keep their students engaged. Games,
competitions, videos, drawings, student choice and group work were some of the strategies
teachers mentioned that they use to motivate and maintain student engagement during the
class. Each of the seven participants implemented different activities and strategies to help
motivate their students in the reading classroom.

T01 allowed her students to pick two articles of their choice to read on Fridays. T05
stated "Incorporating competition really lit the fire under some of my less motivated students
that some would ask if we could do that in place of other activities that I had planned to cover".
T06 specified that she aligns activities by using "integrated technology [such as] downloading an
introduction video from YouTube to accompany the lesson". Also, she stated, "I have popcorn
Friday for all students"! The students look forward to the drawings. Also, If you work with them
as a group before or after the passage as a class project (scavenger hunt), it becomes less of a
chore"!

RQ2 was: How do teachers describe the challenges of using Achieve3000 for high school students identified as at risk for reading difficulties?

To answer RQ2, I asked three interview questions. One main theme and two subthemes were revealed as to the challenges teachers faced in the use of Achieve 3000 in the classroom. All of the teachers mentioned they had received training on the program, but they also mentioned they never received training after their initial training. Also, several teachers mentioned the challenge of the scheduled time block for each class period.

Theme 3: Inadequate follow-up training. All seven of the teacher participants indicated that they received an initial training course on Achieve 3000 at the acceptance of becoming a remedial reading teacher. However, all seven mentioned they have not received a follow-up training course since that initial training.

Five of the seven teachers felt the lack of training was a huge concern and felt the need for a refresher training course. For instance, T01 stated, "I am still not convinced that I understand all of the programs to discuss the close reading program available through Achieve3000. Within the program, the resource such as the Writing Center, I have never been trained to use nor have they talked about it in any training".

T03 stated she needed more training because she is in her first year of teaching and has never taught students using Achieve3000. T04 commented, "The initial training was great, but I never received any refresher training". T05 echoed "I do not feel that I can use Achieve3000 the way we were encouraged to during our training". Contrary, T06 stated, "I am experienced with the program, because of the training and using my own educational experience has made me a

better teacher of the program".   T07 agreed and stated: "I had good training and I am comfortable with the program. I like it".

Subtheme 3: Time constraints. Achieve 3000 is a supplemental reading program used in all remedial reading classes at the local site. All seven participants teach in a school in which each class block is 48 minutes. Several participants mentioned that they did not feel that this 48 minutes time block was enough time to fully implement the program to the extent they feel is needed.

Three of the seven teacher participants mentioned specifically, T01 stated "I have a hard time finding enough time to teach every lesson with fidelity". T05 stated, "Forty-eight minutes is not enough time to do all the things you could do with Achieve 3000 along with other materials I try to incorporate into the lessons". T07 also agreed and stated, "I believe our struggling students need more time on the program to make a big difference and make sufficient gains that will be beneficial to them".

RQ3 was: What are teachers' perspectives of their ability to use the Achieve 3000 reading program?

To answer RQ3, I asked three interview questions. One theme and two subthemes were revealed as to teacher's perspectives of their ability to use Achieve 3000 reading program.

For this theme, the focal point is on the teacher's perception and personal belief of their ability to implement Achieve3000 in the classroom. Teacher self-efficacy is explicitly correlated to how teachers feel they are capable of teaching their students. All of the teachers mentioned how easy the program was to navigate and their students seem to enjoy the program.

Theme 4: Teacher's belief on their ability to use the program. The teacher participants were positive and mentioned they feel fairly confident to use Achieve 3000.   Many mentioned they can use most of the aspects of the program but they don't use all of them. Four of the teacher participants said I do believe I can implement Achieve 3000 and that the program met their expectations and the intended purpose for the struggling reader. One of the participants, T01 stated "I believe I can implement 75% of the program with fidelity and confidence. But, I did not think Achieve 3000 can close the gap enough to help students pass the FSA 10th reading assessment in 1.5 years with my ninth and 10th grade students. T02 stated that the past results had shown that students improved at least by 51% points over a school year. Also, T03 stated, Achieve 3000 helped the struggling students to gain confidence in their reading. T06 stated:

> I do believe I have the capability of implementing Achieve 3000 in today's classroom; however, it was not like that at the beginning of my career or when Achieve 3000 was first introduced into my classroom. Experience with the program, training, and using my own educational experience has made me a better teacher of the program.

Subtheme 4: Ease of use. All seven of the teacher participants mentioned that they believe that Achieve 3000 is a great resource and easy to implement in the classroom. The teacher participants shared different versions of their appreciation for the program.

Specifically, T01 believes the program is a great resource, but do not think it can close the gap enough to help students pass the state exam.   Likewise, T04 stated, "I think Achieve 3000 is a great resource, the lesson plans were great and easy to implement, but it just needs to be supplemented with other resources that teach the standards". She also stated it did not increase the test scores of her students. T05 also stated, for her grade level taught, she thought

Achieve 3000 is an excellent resource. T06 states the program does take some preparation and then it becomes a useful tool in the remedial classroom. T07 states the program is effective, sometimes challenging, but appropriate for students on different levels.

  Emergent Theme 2: Students' perception of the program. Students like or dislike of the Achieve 3000 online program can affect their active learning. All seven teacher participants believed their students enjoyed working on the program. Specifically, T01 teacher participant mentioned that her students like program more than any other resource used in the classroom, however, she stated: "when we use it too much, my students are ready to move on to something new". T05 teacher participant also mentioned that her students enjoy Achieve 3000, and stated, "especially, when I turn it into a game for the "Read to Succeed" competition with the other Reading classes. T06 teacher participant mentioned that if her students dislike or didn't understand a passage, they would fail the questions to the passage on purpose.

Summary

  The present study assessed whether and how teachers were implementing Achieve 3000 to assess a particular reading intervention resource's implementation at the study site-local high school. The study utilized an assortment of data including one-on-one interviews, classroom observations, lesson plans, and demographic questionnaires. Through the interview process, three research questions were investigated and provided an adequate understanding of exploring teachers' perspectives of and experiences with the use of Achieve 3000 in secondary reading classrooms using the conceptual framework of Bandura (1977), teachers' self-efficacy. According to Bandura, self-efficacy is confidence in one's belief and capability to be successful in any given circumstance (Bandura, 1995). Self-efficacy is a widely-applied theory

that can be used to understand a person's willingness and ability to make behavioral changes in various contexts (Locke, 1997).

During the interview process and addressing research question one, it was revealed that teachers believed that effective implementation of the reading program is crucial for student's success. All of the teacher participants believed that the Achieve3000 program is effective for at-risk students who struggle and have difficulties in reading. Moreover, each teacher participant mentioned that they understand that the ultimate goal of the program is to help their struggling students. Although the teachers acknowledge and support this goal, several of the teacher participants mentioned that they did not feel that the 48 minutes class block time was enough time to fully implement the program. In the findings of research question two, it was revealed that all of the teachers mentioned that they received training on the program, but they never received training after their initial training. Many of the teacher participants felt the lack of training was a huge concern and felt the need for a refresher training course. The findings of research question three revealed that teacher self-efficacy is explicitly correlated to how teachers feel they are capable of teaching their students. All of the teachers mentioned how easy the program was to navigate and their students seem to enjoy the program.

The local school district policy is to provide support and continuous professional learning to teachers and give them access to develop and demonstrate the knowledge and skills needed to help all students increase results and achieve the highest learning outcomes. The overall results from the study suggested that the teachers at the local school site need professional follow-up training on the use of Achieve 3000. Data from the one-on-one interviews revealed that the initial training received at the beginning of each teacher's

acceptance of becoming a remedial reading teacher may not be just enough to provide for today's struggling readers in their classrooms. According to Guskey (2003), the ultimate goal of professional development is to increase educator's knowledge that leads to changes that enhance student learning outcomes.

Conclusion

The overall results from the study suggested that the teachers at the local school site need professional follow-up training on the use of Achieve 3000. The initial training received at the beginning of each teacher's acceptance of becoming a remedial reading teacher may not be just enough to provide for today's struggling readers in their classrooms. One teacher indicated that she did not understand all aspects of the program such as the Writing Center because it was not mentioned during her initial training. Another teacher mentioned a great way to break-up the articles relating to Achieve 3000 in the Resource Center that was discussed in her initial training by the facilitators but, due to the 48 minutes class block, she does not know how to utilize it in the time frame. This is an indication that currently there is a need for refresher training which is up to date and includes all aspects of the program for all remedial reading teachers. Data from the one-on-one interviews suggested that teachers would benefit from individualized training and ongoing support. The teachers would like to have a more focused individualized training provided to them so they can properly implement the school-wide intervention reading program in their classroom. During the training, teachers will receive opportunities for collaboration, personalized learning, reflection, and sharing of experiences and content knowledge. Teachers will also be offered to continue their learning by attending monthly remote learning webinars through live sessions.

Section 3: The Project

Introduction

The study was undertaken to explore teachers' perspectives of and experiences with the use of Achieve3000 in secondary reading classrooms. The problem was low reading scores on standardized tests, which prompted the implementation of a supplemental reading program to support students in a high school in a Southwestern state; it was unknown how teachers were implementing that program. During the data analysis, it was revealed that teachers needed professional follow-up training on the use of Achieve3000. As a result, I designed a 3-day professional development project for remedial reading teachers at the local school site from the findings in Section 2.

Review of Literature

I conducted a searches for a review of the literature through Google Scholar, EBSCO, ERIC, Education Research Complete, SAGE full-text database, ProQuest, and Walden Dissertations. I used the above-listed search engines and databases to acquire the most up-to-date research articles that were peer-reviewed and published within the past 5 years, except for Guskey's theory on effective professional development from 2003. The findings revealed the importance of teachers' self-efficacy when implementing a new educational process. Therefore, the remedial reading teachers would benefit from a professional development program that provided evidence-based strategies for the successful implementation of Achieve3000. The remedial reading teachers will increase their knowledge necessary to fully implement the program Achieve3000 with fidelity. The key words I used throughout this extensive literature search were *effective professional development*, *collaborative professional development,*

standards for professional learning, *adult learning theory, adult students, adult education,*

andragogy, teacher self-efficacy, teacher's perspective of professional development, and

changes in professional practice, professional learning communities, and support for teachers,

teacher collaboration, and *student engagement.*

Professional Development

Introduction

According to Guskey (2003), the ultimate goal of professional development is to

increase educators' knowledge that leads to changes that enhance student learning outcomes.

Professional development is defined as an integral part of an educational agency to provide

educators with the knowledge and skills necessary to meet state academic standards (Learning

Forward, 2020). Furthermore, professional learning has two beneficiaries, one primary and one

secondary. In this professional development design, the teacher is considered the primary

beneficiary as the teachers are the ones engaging in the learning, and the students are the

secondary beneficiaries because they are the ones affected and benefiting from what the

teacher learns (Learning Forward, 2020).

The local school district policy is to provide support and continuous professional

learning to teachers and give them access to develop and demonstrate the knowledge and skills

needed to help all students increase results and achieve the highest learning outcomes. Since

2012, the local school district has partnered with Northeast Florida Educational Consortium to

provide state-of-the-art programs of continuing professional learning as an ongoing school

district initiative. All seven of the teacher participants indicated that they received an initial

training course on Achieve3000 at their acceptance of becoming a remedial reading teacher.

However, all seven mentioned they have not received a follow-up training course since that

initial training. Five of the seven teachers (71%) felt the lack of training was a huge concern and

felt the need for a refresher training course. Therefore, providing an effective PD (refresher

training) for all remedial reading teachers is vital to enhancing their knowledge on Achieve3000

(see Garet, Heppen, Walters, Smith, & Yang, 2016). According to Guskey (2003), it is through

professional development that teacher effectiveness improves and influences student

achievement.

Effective Professional Development

Effective professional development should be meaningful and relevant. Effective

professional development should produce tangible results. An essential aspect of effective

professional development is to assist teachers to learn new strategies and understand more

current trends that are specific to the content they teach (Guskey, 2003). Improving student's

outcomes is to be expected when effective professional development takes place (Mohan,

Lingam, & Chand, 2017). A traditional one size fit all professional development training is

ineffective and lacks positive professional growth (Darling-Hammond, Hyler, & Gardner, 2017;

Loeser, 2019). Furthermore, it should have a clear purpose and be relevant to the teacher's

expertise and experience in their classroom.

Effective PD should contain seven key elements: content-focused, active learning,

collaboration, best practices, coach and support, offer feedback and reflection, and sustained

over some time (Bates & Morgan, 2018; Darling-Hammond et al., 2017). This effective

professional development integrates all seven of these elements.

The first key element of effective PD is content-focused. When professional development is content-specific and geared to the day-to-day practices in the classroom, it can lead to advanced learning opportunities (Garet et al., 2016). The project study is designed for remedial reading teachers to support struggling readers on Achieve3000 in their classroom at the local school site. When PD engages the learner and applies real-world concepts, it creates the active-learning process (Jao & McDougall, 2016). During this PD project, remedial reading teachers will not be involved in sit-and-listen lectures; teachers will be engaged in interactive activities throughout the sessions. When educators spend time collaborating and planning together, it contributes to the success of both teacher and student (Jao & McDougall, 2016; Matherson & Windle, 2017). Remedial reading teachers attending this PD will consistently have a dialogue with colleagues.

Effective professional development should involve the educator in modeling best practices. Professional development training should yield specific instructional strategies that teachers can use immediately in the classroom to produce positive results (Loeser, 2019; Matherson & Windle, 2017). Teachers can benefit from the *tell me, show me, involve me* strategy. Modeling will be performed through analysis of remedial reading teachers' student sample work. Providing teachers with a coach for support is a way for the teacher to learn, practice, and apply new concepts without being evaluated (Loeser, 2019). The PD is designed to incorporate two of the district reading coaches as the facilitators.

Another key element of effective professional development is to provide intentional time for the participants to reflect on their learning and give feedback (Darling-Hammond et al., 2017). Both formative and summative assessments will take place in this PD. At the end of each

session, Day 1, and Day 2, this professional development will give the teacher participants time

for discussions and oral feedback. On Day 3 of the PD, teacher participants will complete a

written summative assessment to be turned in. Sustained PD is beneficial to teachers because it

allows them to practice their learning inside the classroom. Effective professional development

should not come in the structure of one-occasion workshops, it should be ongoing (Darling-

Hammond et al., 2017; Desimone & Garet, 2015; Girvan, Conneely, & Tangney, 2016; Loeser,

2019). This project study is designed as a 3-day PD (refresher training), totaling 24 contact

hours.

Professional Development Promoting Teacher's Self-Efficacy

Because self-efficacy can lead to better learning outcomes among students, it is a key

component of effective interventions (Kennedy, 2016; Pella, 2015; Son et al., 2016; Zee &

Koomen, 2016). Effective professional development including self-efficacy will educate remedial

reading teachers according to the national standards as well as effective evidenced-based

strategies to properly implement Achieve3000 in their classrooms (Darling-Hammond et al.,

2017; Kim et al., 2017; Loeser, 2019; and Yoo, 2016). The results of these studies suggested that

teachers appropriately trained with effective PD were able to have positive influences on their

students.

The purpose of this study was to explore teachers' perspectives of and experiences with

the use of Achieve3000 in secondary reading classrooms. It is unknown how teachers are

implementing that program. Canbulat (2017) stated that teachers with high self-efficacy are

aware of their perceptions and how their perception might influence others, and this is a

valuable quality inside the classroom. As stated earlier, Zee and Koomen's (2016) study

revealed that when teachers have positive self-efficacy, they feel in control in their classroom and of their learning situation. The most important concept in this case study PD is the self-efficacy of the teacher. Therefore, self-efficacy was used to help understand teachers' perceived ability to implement Achieve3000 in their classrooms.

Standards for Professional Learning

The local school district Master In-Service Plan aligns with the National State Standards and adheres to the Learning Forward Standards. Several researchers such as Darling-Hammond (2015) and Grissom and Youngs (2016) stated that teacher PD based on national state standards influences student achievement. The Learning Forward's (2020) national standards have provided guiding principles for effective professional development, which are: based on data, have common priorities, evaluation components, provide follow-ups to participants, and meet the community needs and expectations.

A component of the National State Standards for professional development is that it should be data-driven. In schools, the definition of data is simply factual statistics that are collected, organized, and stored for decision making within several functions. Teachers need support in having the knowledge and skills to do this. Lai and McNaughton's (2016) study explored through a quasi-experimental design the impact of data use PD on achievement. When analyzing data, a person can determine, identify, and test the root causes of a problem (Lai & McNaughton, 2016). The results are that the data use PD is only one component, but professional development should use data-informed research to enhance instruction and student learning. In this case study, the data was from the findings presented in Section 2.

Common priorities for educators in all PD should be to address the need of all learners and understand how students learn.

Evaluations are extremely important in PD; the purpose of the evaluation should be to measure the degree of resource use, implementation design, and delivery of the PD for program improvement and whether the needs of the participants were met. Chalmers and Gardiner (2015) evaluated the effectiveness of academic professional development programs. Their study used an action research method to deliver their findings. Their study focused specifically on the effectiveness of teaching and learning in PD programs. The issue of how to evaluate PD sessions has been around a long time and yet answers are overdue. This study was challenged to come up with what indicators would be used, how to measure, what ways to measure, and what aspects to measure on the quality of various activities used in PD programs. To begin this process, academic developers must collect quantitative and qualitative data over time. Through this project, an evaluation plan was developed, and the Academic Professional Development Effectiveness Framework was formed. From this framework four types of indicators were developed: input, process, output, and the outcome process. In this case study, the method of assessment is both formative and summative.

Follow-up is important in PD and should be ongoing and designed to keep the educator's skills in working progress. Training alone does not produce vigorous outcomes. Follow-up is important, it grants teachers the opportunity to maintain and continue improving their teaching after the initial training (Garbacz, Lannie, Jeffery-Pearsall, & Truckenmiller, 2015). This case study offers teachers to continue their learning by attending monthly remote learning webinars.

Collaboration with stakeholders is very important are should be based on their needs and expectations to support student learning and continuous improvement. Kaur and Debel (2019) conducted a study in Ethiopia on whether teacher collaborative activities are related to their professional growth in secondary schools. In Ethiopia, the practice of teacher's self-efficacy of personal growth has always been a practice when it comes to professional settings such as PD training. However, when it comes to collaboration, there have been challenges in PD sessions that contribute to students learning outcomes. When effective teacher's PD is embedded in collaborative activities, it significantly contributes to students' academic achievement and growth (Kaur & Debel, 2019). Teachers are adult learners and socializing is a part of the life-cycle process (Knowles, 1984b). Teachers' collaboration is part of a teachers' daily routine and is needed as they are to be involved in all aspects of the PD challenging activities.

Adult Learning Theory

Knowles's (1984b) theory was based on adult learning concepts. Knowles' concept of adults incorporated six fundamental andragogical principles. He described the adult learner as being able to have control of their learning, be self-directed, have prior experiences, willing to learn, show orientation to learning, and have an intrinsic motivation to learn (Knowles, Holton, & Swanson, 2015). Researchers have investigated many theories on how adults learn throughout the educational arena. Researchers have addressed multiple learning experiences across a range of contexts and settings in the classroom. Therefore it is imperative to recognize that teachers attend PD sessions with different varying levels such as knowledge, experiences, expertise, and individual expectations of goals that need to be met (Loeser, 2019),

Franco (2019) explored the instructional strategies and adult learning with K-12 teachers in a higher educational setting. The researcher employed an autoethnography design to explore lecture-based instruction and the teaching and learning theory on whether traditional lectures have an impact on adult learner students. The study analysis followed the theories of andragogy and experiential learning theory. Franco discovered that to improve the adult learning experience, she could plan activities about the subject that personally motivates the adult learner and ones that involve conversations and collaboration. In the current case study, the proposed PD is designed that the teacher participants will collaborate with their colleagues throughout the three-day session.

Andragogy. Andragogy is the practice of teaching adult learners**.** Knowles' theory of andragogy explores the complex nature of how adults learn, which posits that they learn differently from children. His theory is that adults are usually more realistic about why they are doing something (Knowles et al., 2015). Knowles' theory states there are five principles of andragogy; (a) self-directed learning, (b) bringing life experiences, (c) readiness to learn, (d) show orientation to learn, and (e) motivated to learn.

Knowles' first principle in andragogy of the adult learners is self-directed learning, this type of learning is not new to educators, because teachers have to assume responsibility for their learning. Teachers are to be treated as active participants in PD training, and not recipients (Louws, Meirink, van Veen, & van Driel, 2017). With this principle, adults are different from the child learner because their learning is under their control. When taking part in PD, adults are there to enhance and improve their teaching skills. Also, they need to know. The learning

objective is very important to the adult learner. Knowing at the beginning of what is expected

or about to come puts them in the right frame of mind and understands what is to be learned.

Bringing life experiences is the second principle of andragogy in Knowles' theory.

Adults' experiences vary in many aspects, they learn differently, they adapt differently, which

plays an integral part in their life as an adult learner. The teacher's experience is very important

in PD training as ranging from early-career to late-career (Louws et al., 2017). Kyndt, Gijbels,

Grosemans, and Donche, (2016) research revealed that early-career teachers (first-year teacher)

learning usually revolve around teacher-student relationships and more eager for PD; late-

career teachers (20 years plus) learning usually revolve around being distant from the student

due to their age difference. This confirms that there is a difference in adults' life experiences

due to the phases of their career.

Readiness to learn is the third principle in Knowles' theory of andragogy, this takes into

account that the teacher wants to improve the practice in their classroom. Knowles' concept of

readiness to learn connects the adult learner to their social role (Knowles, 1984a). Readiness to

learn also refers to the teacher's motivation to learn especially if the learning is center-focused,

which means it has to be relevant and beneficial. To capitalize on this principle of readiness to

learn, the proposed PD in this study is highly relevant to the remedial reading teacher profession

and the success of their students in the classroom.

Showing an orientation to learn is the fourth theory of Knowles principle of andragogy,

the adult learner possesses the desire to show an immediate knowledge of their learning. This

principle takes into account if the learning and contents are about real-life situations (Knowles,

1984a). To capitalize on this principle of orientation to learn, the teacher needs the opportunity and has the desire to immediately apply their newly learned skills into the classroom.

Motivated to learn is the fifth principle of Knowles theory which means that the adult learner's motivations are intrinsic, whereas the child motivation is extrinsic. You have to make learning more meaningful to adult learners because normally adults have an intrinsic motivation for learning (Knowles, 1984b). There are many studies on teacher's motivation to learn. Louws et al., (2017) study states since teachers are humans, all humans are different, so we have to assume that all teachers do not have the same motivation to learn. Motivations can range from, wanting to help students to, because they enjoy it, or financial reasons.

When the adult learner practice or exercise the newly learned concepts, they can evaluate the effectiveness of the PD (Darling-Hammond et al., 2017; Hassan et al., 2019; Loeser, 2019). All aspects of PD should play to the strength of the teacher; keep their educational background in mind, and their lived experiences to enhance their success. This should be obvious to educators of in-service PD sessions because they should be able to relate. After all, educators of adults are adults themselves (Housel, 2020).

Teachers Perspective of Professional Development

Several studies have revealed that teacher's knowledge, beliefs, and attitudes on professional development should not be ignored. When teachers have negative attitudes of PD's, it may have lead to the failure of most professional development programs. Successfully PD always considers the "what and why" educators participate in professional development. Understanding teachers' motivation for participating in PD's is very important. Guskey (2003) has an emphasis in his research that professional development is a process and not an event.

Qablan, Mansour, Alshamrani, Aldahmash, and Sabbah's (2015) study examined 609 Saudi Arabia science teachers' perspectives regarding the impact of professional development in their country. Continuous professional development (CPD) was important for science teachers to develop and improve their skills in the classroom. The science teachers were chosen to participate in this study because this particular content area was weak and produced failing students. To figure out what would improve the influence of the science teachers and increase student achievement and improve student learning, the science teachers were asked to view their professional roles in the CPD training by the use of questionnaires. The findings of this study were positive as it revealed that the teachers benefited from participating in the continuing professional development programs and their views on the issue was very important to the future success of PS's. It was also noted that several of them faced several challenges that were related to school and classroom environment.

Another study, Avidov-Ungar (2016) evaluated educators' attitudes toward and perception of their professional development. The researcher used a qualitative analysis through semi-structured interviews with Israeli school teachers. This study utilized two dimensions to evaluate this study: motivational factors whether intrinsic or extrinsic and whether lateral or vertical. Just like the previous study of Saudi Arabia, there are attempts to reform or advance the efficacy of teachers' PD in Israel with 150 thousand teachers. As in other studies, it has been proven those teachers' attitudes and opinions matter when trying to successfully implement effective PD's. The findings of this study revealed that teachers' beliefs hand attitudes have a strong impact on the construction of professional development programs.

Teachers' perspectives on PD are critical for planning effective PD's and to ultimately influence positive learning outcomes for students. It is noted that teachers' motivation and personal commitment are the roots of how they implement PD (Brown & Militello, 2016; Darling-Hammond, 2015). Teacher voices need to be heard on their perceptions of PD and that their issues matter to ensure the growth in students' academic achievement (Qablan et al., 2015).

Support Teacher Change in the Classroom After Professional Development

When understanding teachers' perceptions of effective professional development, it can lead to them making positive changes in the classroom (Darling-Hammond, 2015; Owen, 2015; Qablan et al., 2015). When educators attend PD training, it should increase the transfer and applicability of knowledge into the classroom. As stated earlier in the study, Guskey (2003), states that the ultimate goal of professional development is to increase educator's knowledge that leads to changes that enhance student learning outcomes. The study state department of education is dedicated to supports teacher change for improving instructional strategies in the classroom, and to increase student learning. Nevertheless, increasing student achievement is in correlation with teachers' positive change in classroom practices.

The study state department of education is also dedicated to providing continuous support for teachers as well as provisional training for teachers who need additional development in knowledge, skills, and performance". Making sure that all remedial reading teachers are equipped with the proper resources that are needed to sustain the new strategies learned in the PD will result in the full implementation of Achieve 3000. Based on the findings of the study it was revealed that one of the seven teacher participants mentioned: "that using

other resources along with Achieve 3000 can assist with the struggling students". Another

teacher participant mentioned, "Within the program, the resource such as the Writing Center, I

have never been trained to use nor have they talked about it in any training". Without the

continuous support of supplying the needed resources will result in the remedial reading

teacher not fully implementing the program. Professional Development is the result of the

teachers' commitment to improvement. The local districts' Master In-Service plan supports that

commitment.

Many studies have been recognized in the application of supporting teacher change in

the classroom after professional development. Whitworth and Chiu's study examined teacher

change and the effectiveness of professional development. The study was geared toward

science education in the United States. Whitworth and Chiu (2015), states one of the main roles

of school leadership should be to provide continuous guidance to support teacher change. In

this study, administrator leaders and the district science coordinators from each district were

invited to the PD training. They were able to work the teachers and experience the problems

they faced so they could understand what support the teachers would need once the PD has

ended. Desimone (2009) model sets the illustration of effective professional development

should lead to changes in teachers' practices, due to changes in their beliefs and attitudes,

which in turn leads to enhanced student learning (Fig. 1).

Figure. 1. The effects of a professional development model on teachers' change. (Adapted from Desimone, 2009).

The results of the study revealed that effective professional development is an essential component in enhancing students learning in science education. The study also reveals that it is very important that administrator support in teacher change is also essential to both teacher and student improvements. Nevertheless, increasing student achievement is in correlation with teachers' positive change in classroom practices.

Student Engagement

When a positive change occurs in the classroom, it reflects the critical importance of student engagement for effective learning and student achievement. Teachers have reported that within their professional development training, it has led to creative learning experiences and has improved student engagement (Owen, 2015). Learning about game-based technology can involve fun and more teacher-student interaction that at the end of the day supported student learning.

For example, each of the seven teachers in this case study mentioned they implemented different activities and strategies to help motivate their students in the classroom. Many of the teacher participants mentioned various motivational strategies such as games, competitions, videos, drawings, student choice, and group work were used to motivate and maintain student engagement during the class. When teachers participate in innovative PD, the student can benefit from the learning as well as the teacher making pedagogical changes (Owen, 2015). Without proper training, teachers will not be able to incorporate these innovative strategies into today's classroom (Owen, 2015). The proposed PD training will support remedial reading

teachers in incorporating innovative strategies that they can use to motivate their students and in turn enhance learning in the classroom.

Project Description

After analyzing the data from the results of this research study, the project will use a face-to-face workshop to teach the sessions that will be covered. Because implementation of the school-wide reading intervention has not been explored from the teachers' perspective, a 3-day professional development project (refresher training) will be developed for all remedial reading teachers. The only cost to the local school site or local district will be the replacement for substitute teachers to cover the 3-day training. There is no cost for technology since it already exists within the school site. Teachers are responsible for bringing their school-issued laptop to the training.

All participants will sign in daily upon entering the PD training, which consists of the dates, times, and hours of involvement in the training. Upon completion of the three-day PD training, all records of participant's attendance and participants' evaluation forms will be turned over to the District Professional Development Office. The purpose of the sign-in logs would be for verification of in-service credits. During the PD, participants will need to demonstrate the implementation of the activities also to receive in-service credits.

Proposal Implementation and Schedule

The proposed scheduled timeline of implementation is August 2021. The project 3-day refresher training will take place during pre-planning week for the preparation of each school year. Therefore, the first week of every August would be the best time to implement the 3 day refresher PD project.

Roles and Responsibilities

The project proposal will be presented to the Administrative Team at the local school site after receiving approval. The Administrative Team will be in charge of selecting the three coaches to facilitate the training. Prior to execution of training, the coaches will be responsible to coordinate and familiarize themselves with the contents of the training materials.

In Appendix A, I detail all materials, resources, curriculum, and power points that will be covered and utilized for the PD. On Day 1, the PD will begin with teachers developing a deeper understanding of the functions of Achieve 3000. Day 2 will begin with a reflection of Day 1; and teachers will learn new strategies and get a better understanding of the more current trends with Achieve 3000 that are specific to their classrooms. Day 3 will begin with a reflection of Day 2 and end with teachers building a comprehensible plan for developing and increasing their student achievement in the classroom. At the end of the professional development training, the teachers will be assigned a coach from the district so participants will be able to create a collaborative culture to sustain their instructional vision. Teachers will also be offered to continue their learning by attending monthly remote learning webinars through live sessions.

Project Evaluation Plan

To evaluate the PD training, both formative and summative assessments will be utilized to present meaningful feedback to facilitators for future development opportunities. Evaluation of PD should be performed effectively because it is an essential element of professional learning. It is performed to ensure the overall effectiveness of the session as it relates to identified growth outcomes (Guskey, 2003).

At the end of the first and second sessions, all participants will be asked to reflect on their participation in meeting the day's learning goals. Each participant will have the time to voice their reflections to their colleagues and the facilitators. Participants will be asked to speak on several topics of their choice. The choices are: (a) The PD training objectives were clearly stated (b) Applying what you learned to your class setting? (c) Implementing the newly learned strategies in my classroom? (d) What did I like the most or the least about the PD training? (e) How would you rate the PD and why? On a scale 0 to 4, Ratings are from 0 (low) to 4 (high).

At the end of the 3-day professional development project (refresher training), teachers participants will be asked to fill out a summative reflection questionnaire. Written permission for the use of the Standards Assessment Inventory (SAI) was granted by the Learning Forward to use it for this study (see Appendix E). Completing this survey will take approximately 10-15 minutes. The answer to the questions would reflect on their experience at the training, ratings are from 0 (low) to 5 (high). The survey results will be shared with the administrators at the local school site.

Project Implications

Social Change

The findings of this study have implications for positive social change by understanding implementation and what type of support Remedial Reading teachers may need to implement the program which can lead to greater high school student's success in reading.

Local Stakeholders

The local stakeholders in this project study are teachers, students, administrators, parents, and the local community and local business leaders. The professional development refresher training is vital to the local community because it provides essential reading strategies to students who demonstrated the continuing difficulty for failure in reading. Therefore, students who struggle with poor literacy skills can harm their contribution to society and their local community.

Conclusions

The goal of the proposed project entitled "Learning as We Grow" is to give professional development to remedial reading teachers to meet their individual learning needs in the classroom with Achieve 3000. The plan includes three full-day sessions along with ongoing support from an assigned coach from the district so participants will be able to create a collaborative culture to sustain their instructional vision. Teachers will also be offered to continue their learning by attending monthly remote learning webinars through live sessions. In Section 4, I will discuss the project's strengths and limitations, and alternate approaches for this research study.

Section 4: Reflections and Conclusions

Introduction

The purpose of the study was to explore teachers' perspectives of and experiences with the use of Achieve3000 in secondary reading classrooms. As a result of this research, a project was designed to provide teachers with a PD (refresher training) that is personalized to their grade level. This work helped me understand some of the challenges that educators face in today's classroom. This program will support positive teacher growth and thus increase student achievement. In Section 4, I state the strengths and limitations of the project outlined in Section 3; I also provide recommendations for alternate approaches; discuss scholarship, project development and evaluation, leadership, and change; reflect on this work; offer insights on future research; and explain the study's implications for social change.

Project Strengths and Limitations

Strengths

Four strengths were identified during the developing of the project:

1. The proposed 3-day refresher training will train and prepare remedial reading teachers to properly implement Achieve3000 in their classroom.

2. The proposed 3-day refresher is cost-effective because the location of the professional development is on-campus.

3. The use of technology is encouraged, and all remedial reading teachers are authorized to bring their school-issued laptops.

4. If issues relating to technology arise, the in-house tech team will be utilized.

Weakness

The main weakness of this professional development would be a conflict in the schedule

as to when the PD should take place. PD is considered the number one challenge for

administrators. Schools are faced with budget constraints, and finding the funds to replace the

seven teacher participants for a 3-full day training could prove to be costly if the PD cannot be

held during preplanning.

Recommendations for Alternative Approaches

Based on my findings and the literature review, my recommendation for an alternative

approach to the local problem would be to perform a program evaluation of the supplemental

program Achieve3000. This would require a thorough assessment to make a judgment of the

program's effectiveness and outcome.

Secondly, another alternative approach would be the local administrator's consideration

of remedial reading teacher's input of any new school-wide reading implementation program.

When implementing a new program, a shared vision and clear purpose must be outlined by

school leaders (Jeffes, 2016). This implementation of a shared vision may enhance teachers'

self-efficacy beliefs (Bandura, 1977).

Scholarship, Project Development, and leadership and Change

Scholarship

From the beginning until the completion, this 6-year journey at Walden University while

working full time was a challenge for me, and it seemed impossible at times. Challenges for this

project study began early in the prospectus phase of the study, deciding the title of the study,

and then determining what type of study would be most appropriate. The development of this project study has afforded me a viable opportunity to enhance my knowledge of scholarly research to a level beyond my expectations.

I have learned to overcome impermanent setbacks while completing the coursework and navigating through scholarly research to complete my project. I learned so many lessons through this planned journey, which took longer than I expected, but it has been all worth the time. Moreover, I gained an appreciation for the doctoral process. I have gained the skills to decipher peer-reviewed educational articles focused on teachers' self-efficacy, teachers' perceptions, effective professional development, and professional development designs. The lifelong lesson I take away from this project is to not doubt myself, embrace the challenges, and accept constructive feedback. A famous quote by James A. Michener is appropriate for this endeavor: "Character consists of what you do on the third and fourth tries."

Project Development

During the development of this professional development project, the data analysis from the semistructured interviews revealed common themes, and teachers' perceptions revealed the focus for the chosen project. These interviews provided me with a wealth of knowledge on Achieve3000 and what type of support was needed to assist the teachers in implementing research-based practices and strategies to improve student achievement in their classroom.

Teachers voiced in the data collection that they needed refresher training that was personalized to their grade level. The review of findings led to designing a 3-day face-to-face training together with monthly remote learning webinars through live sessions to continue their

learning. Thus, the goal of this project was to provide a PD experience focused on how to implement Achieve3000 successfully into their classroom.

This training will provide teachers with opportunities for collaboration, personalized learning, reflection, sharing of experiences, and content knowledge. Participants are encouraged to provide constructive feedback through formative and summative evaluation methods. This feedback will assist in determining whether the training goals were achieved. Finally, as a result of the design process of this project, I have gained knowledge in facilitating future professional learning experiences.

Leadership and Change

Participating in this doctoral study process and developing the PD project has changed and improved my perceptions of my leadership style. I have learned to be more flexible, patient, studious, organized, and emotionally resilient to embrace the unknown without fear. Developing this project has provided me opportunities for growth as a scholar and educator. My experience as a teacher has shifted my perspective from that of a practitioner into becoming a leader. Shortly I hope to add scholar to my list of qualities.

Reflection on the Importance of the Work

This study is important because there is an identified gap in reading achievement for students from K-12th grade. When students struggle in reading in early elementary school, and this struggle continues into secondary school, it will have a prolonged negative effect on later life. When students are poor readers, they are placed into intensive reading classes. The problem of low reading scores on standardized tests prompted the implementation of a supplemental reading program to support these students. When remedial reading teachers use

research-based strategies in the classroom to assist the struggling reader, the student can become proficient in reading. However, it is unknown how successfully teachers are implementing that program.

The purpose of this study was to explore teachers' perspectives of and experiences with the use of Achieve3000 in secondary reading classrooms. Through one-on-one semistructured interviews, all seven of the teacher participants indicated that they received an initial training course on Achieve3000 at their acceptance of becoming a remedial reading teacher. However, all seven mentioned they have not received a follow-up training course since that initial training. Therefore, I believe through the proposed PD project, remedial reading teachers will be able to provide the students with their individual learning needs in the classroom with Achieve3000.

Implications, Applications, and Directions for Future Research

Implications

This project can assist the educator by providing evidence-based a strategies for the successful implementation of Achieve3000 for the local school site. The remedial reading teachers will increase their knowledge necessary to fully implement the program Achieve3000 with fidelity.

Applications

Firstly, this PD could be used for training sessions at other schools throughout the local district. Secondly, the school districts could investigate and compare the teacher views and opinions of other computerized differentiated software, which may help to determine if Acheive3000 was successful in improving student reading performance. Also, this training could

evolve into virtual ongoing professional learning communities to support collaboration, teacher efficacy, and student learning (see Kuh, 2016).

Directions for Future Research

Future research for this project would include a program evaluation study on Achieve3000. Schools in the local and other surrounding districts that adopted the Achieve3000 program should utilize this research study to investigate the reasons that teachers are not implementing the program with fidelity. When teachers lack preparation and expertise for the content area they are teaching, professional development must address the issue related to their concerns. Therefore, the potential for further research into teachers' perspectives of and experiences with the use of Achieve3000 in secondary reading classrooms along with a program evaluation would be beneficial. This could be achieved by conducting an in-depth critical review of the program. I believe this research would provide insight into the development and implementation of professional development training and include current research-based strategies for remedial reading teachers.

Implications for Social Change

This project has the potential for social change by enhancing remedial reading teachers with transferring their newly gained knowledge of this PD into their classrooms. Teachers will be empowered to return to their classroom with their enhanced knowledge of the program Achieve3000 and begin to fully implement the program with confidence and fidelity.

Conclusion

The connection to student achievement is the teacher. While conducting this study, and as a high school teacher, I understood that some secondary students enter high school without the basic skills of reading, such as decoding, comprehending simple texts, identifying key sight words, and reading with some amount of fluency. Therefore, as the curriculum becomes much more challenging, the expectations are for them to be independent readers because of more complicated texts (Hopwood et al., 2017).

In this project study, I explored teachers' perspectives of and experiences with the use of Achieve3000 in secondary reading classrooms. Participants believed that Achieve3000 supported the differentiated instruction for secondary students in remedial reading classrooms. Also, participants believed Achieve3000 increased student engagement and excitement towards reading. Achieve3000 was considered a consistent and reliable process of differentiating instruction in the remedial reading teachers' classrooms. Remedial reading classes are designed to teach research-based strategies to struggling students so they can become proficient readers.

I developed and designed a PD project to arm the remedial reading teachers with the means to deliver the best research-based practices from Achieve3000 that these struggling students need to be successful in their classrooms. Teachers need to be allowed to participate in professional learning communities to accomplish these tasks. The results from this study add to the literature of effective professional development models that are meaningful and provide ongoing learning opportunities for teachers to grow professionally.

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Appendix A: The Project

Introduction

This proposed professional development plan entitled "Learning as We Grow" was designed to address the problem in low reading scores that prompted the implementation of a supplemental reading program to support students in a high school in a southwestern state; it was unknown how teachers were implementing that program. The purpose of the PD is to propose solutions to this problem, based on an extensive review of research in the professional literature combined with the findings resulting from this project case study completed at the high school in the local school district. The purpose of this study was to explore teachers' perspectives of and experiences with the use of Achieve 3000 in secondary reading classrooms using the conceptual framework of Bandura (1977), teachers' self-efficacy. The findings revealed the importance of teachers' self-efficacy when implementing a new educational process.

This professional development relied on the perceptions of all remedial reading teachers at the local school site who utilize the reading intervention program in their secondary reading classrooms. Professional learning communities (PLCs) are collaborative teams with common goals (Brown, Horn, & King, 2018). The teachers participating in this PD are grouped by course-specific, so they create a PLC. After completion of this PD, the remedial reading teachers will have one goal in common and one vision. The goal is to successfully implement the intervention program, Achieve 3000, visualize student success, and increase student achievement. When Professional development is implemented effectively, it can increase student achievement (Garet et al., 2016; Mohan, Lingam, and Chand, 2017).

Learning As We Grow

Target Audience: Remedial Reading Teachers in Grades 9-12

Goal: The goal of this professional development training is to provide follow-up training to remedial reading teachers that use Achieve 3000 in the classroom.

Timeline for Implementation: The professional development plan entitled "Learning as We Grow" includes three modules, 8 hours each day, totaling 24 hours without interruption, and will begin at the start of each school year.

Learning Outcomes

Over the three-day professional development (refresher training) the following learning outcomes will be met:

Day 1: Learning Outcomes

1. Increase knowledge of the school-wide intervention program, Achieve 3000 (Part 1).

2. Develop a deeper understanding of the functions of the program.

Day 2: Learning Outcomes

1. Increase knowledge of the school-wide intervention program, Achieve 3000 (Part 2).

2. For teachers to learn new strategies and understand more current trends that are specific to their classroom.

Day 3: Learning Outcomes

1.   Increase knowledge of the school-wide intervention program Achieve3000 (Part 3)

2. Have a comprehensible plan for developing and increasing their student achievement in the classroom.

PD Module Day 1 Agenda

Day One	Content & Protocols
Time	**Sessions**
8:00 - 8:15	Sign In - Teachers will sign in upon arrival and pick up their name badges.
	Facilitators will give handouts to the teacher upon arrival. (15 minutes)
8:15 – 8:25	Facilitators will welcome and introduce themselves (10 minutes)
	Explain Housekeeping Rules and give instructions for breakfast
	Continental Breakfast Provided (30 minutes)
8:25 – 8:55	Facilitators will go over Daily Agenda and explain Daily Learning Outcomes (5 minutes)
8:55 – 9:00	
	Facilitators will explain the goals for the Question Chart: Teachers will utilize the sticky notes to record ongoing questions about Achieve 3000 on the flip chart.
	Discussions: What is Achieve 3000 (20 minutes)
9:00 - 9:20	Video: Teacher Login & 5 Step and Literacy Routine (20 minutes)
9:20 – 9:40	https://www.youtube.com/watch?v=1P_CPA4ERYs
9:40 – 9:45	Break: Facilitators will instruct teachers to take a short 5 minutes break, do not leave the Center. The next session will begin promptly at 9:45 am.
9:45 – 10:00	Teachers will log onto computers and register for a Webinar (15 minutes)
	Part 1
10:00 - 11:30	Attend Live Webinar: Meeting the Challenges of Remote Learning with Actively Learn (1 hour 30 minutes)
	Create an Assignment
	Customize Courses

11:30 – 12:30	Lunch On Your Own (1 hour) Facilitators will remind teachers that lunch is on your own, but please return promptly because the next session of the webinar begins exactly at 12:30 pm.
12:30 – 1:00	**Part 2**
	Attend Live Webinar: Meeting the Challenges of Remote Learning with Actively Learn (30 minutes)
	Assessment & Reporting
	Embedded Ongoing Assessment
1:00 – 2:15	Closure Activity: (1 hour 15 minutes)
2:15 - 2:30	Break (15 minutes) Facilitators will instruct the teachers that t is break time and the next session begins promptly at 2:30 pm.
2:30 – 3:00	Discussion & Reflections from Question Chart (30 minutes)
3:00 - 3:30	Oral Discussions - Formative Evaluation (30 minutes)

Resources: Daily handouts, Name badges, Sign-in sheets, Laptops, Chart paper, sticky notes, pens/pencils, and markers.

Welcome to "Learning As We Grow"

In this PD we will explore teachers' perspectives of and experiences with the use of Achieve 3000 in secondary reading classrooms as it relates to teacher's self-efficacy. This PD covers three full modules over three days. Each module will focus on student engagement, Achieve 3000 best practices, and then what research says about reading. You will explore these topics through listening, reading, being active, discussions, games, videos, and seminars. At the end of each day, there will be discussions and reflections. At the end of day one and two, you will do a formative evaluation in the form of short oral discussions. But, on day three, there will be a required submission in the form of a summative evaluation to receive your in-service credits. For the housekeeping rules: restrooms and water fountains are located on either side

of our location. If you need to go to either during the sessions, you are free to do so. We do ask

and appreciate that you silence your cell phone if you need to answer or make a call you are

also welcome to step out for a minute. We are now scheduled for breakfast, enjoy, and

remember the session begins promptly at 8:55 am.

Slides 1- 4

3- Day Professional Development Achieve 3000

Day 1

Learning As We Grow

Welcome/Introductions

Sign In

Obtain Name Badges

Pick up Handouts

Introduce Facilitators & Coaches

Day 1 Module Agenda

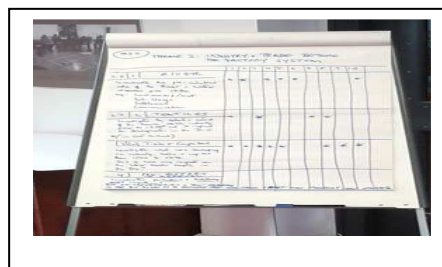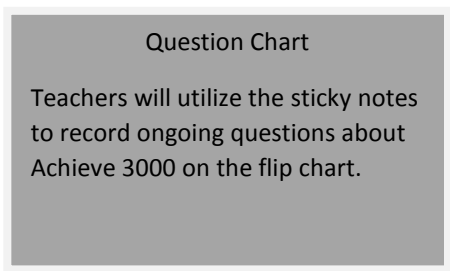|	
8:00 Welcome	**10:00 Webinar Part 1**
8:25 Breakfast	**11:30 Lunch**
8:55 Daily Agenda	**12:30 Webinar Part 2**
9:00 Discussions	**1:00 Closure Activity**
9:20 Video	**2:15 Break**
9:40 Break	**2:30 Discussions/**
9:45 Register for Webinar	**3:00 Formative Asmt**

Go Over Daily Agenda

Day 1: Learning Outcomes

1. Increase knowledge of the intervention program, Achieve 3000 (Part 1).

2. Develop a deeper understanding of the functions of the program.

5-6

Question Chart

Question Chart

Teachers will utilize the sticky notes to record ongoing questions about Achieve 3000 on the flip chart.

Purpose: The purpose of the flip chart is for teachers to write down questions and concerns throughout the session.

Time: 5 minutes

Materials: Sticky notes and markers.

Procedure: Facilitators will instruct the teachers to utilize the sticky notes and markers that are placed on the tables to record ongoing questions about Achieve 3000.

Closure: Time allotted for Discussions & Reflections will be directed by the facilitators.

Slide 7- 10

What is Achieve 3000?

- Achieve 3000 is a patented web-based program that prepare students to become independent readers with engaging literacy instruction. (Achieve3000, 2020)

- Achieve 3000 enables students to progress steadily and move their Lexile level up over the course of a single school year. (Achieve3000, 2020).

Achieve 3000 provide school districts with a flexible curriculum platform for all types of students in grades 3-12, particularly, at-risk students to stay on-track in literacy and math. (Achieve3000, 2020).

Achieve 3000 supports school districts core curriculum with rigorous comprehensive resources that includes text sets, short stories, novels, news articles, and multi-media content aligned to ELA, science, and social studies standards. (Achieve3000). 2020).

Benefits for the Student

The system is easy to use

Texts are interactive

Increase students' ability to read and comprehend texts.

Lexile Levels are adjusted automatically when the students are ready to take on a more complex text.

Students can check their understanding with short lesson activities.

Discussions: What is Achieve 3000?

Purpose: The purpose of this activity is for teachers to learn the evidence behind the history of Achieve 3000.

Time: 30 minutes

Materials: Handout

Procedure: Facilitators will ask for volunteers to read the slides of the history of what Achieve 3000 is and the benefits to the students.

Note: Adapted from Achieve (2020). Retrieved from https://www.achieve3000.com/learning-solutions/professional-learning/

Slide 11

Video: Teacher Login & 5 Steps and Literacy Routine

https://www.youtube.com/watch?v=1P_CPA4ERYs

Video: Teacher Login & 5 Steps and Literacy Routine

Purpose: The first purpose of this video is for teachers to understand how to log in and get familiar with the Teacher Page located on the Home Page. The second purpose of this video is for teachers to get an overview of the 5 Step Literacy Routine.
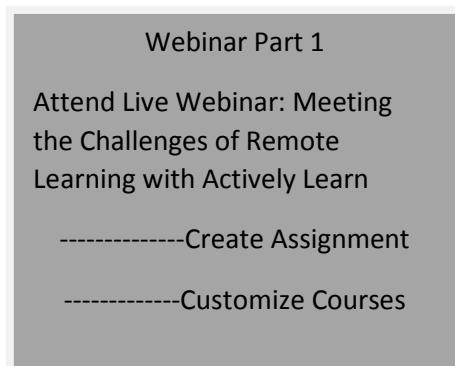
Time: 35 minutes

Materials: Laptops

Procedure: The facilitator will instruct teachers to log into the laptops and access the YouTube video by displaying the URL on the projector.

Closure: Facilitators will guide the teacher through the 5 steps:

1. Reading Poll
2. Articles
3. Activity
4. After Reading Poll
5. Choice Questions

BREAK TIME: Facilitators will instruct teachers to take a short 5 minutes break, do not leave the Center. The next session will begin promptly at 9:45 am.

Slide 12

Webinar Part 1

Attend Live Webinar: Meeting the Challenges of Remote Learning with Actively Learn

--------------Create Assignment

-------------Customize Courses

Meeting the Challenges of Remote Learning with Actively Learn

Actively Learn is a curriculum platform for grades 3-12. It enables teachers to provide interactive assignments that keep students engaged and connected both in and while away from school. Actively Learn is part of the Achieve3000 family of products.

Purpose: This activity will educate remedial reading teachers on how to get started with Actively Learn and how it can help them meet the challenges of remote learning.

Time: (1 hour)

Materials: Laptops

Procedure: Facilitators will assist teachers in registering for the webinar. Teachers will use the Webinar ID 172 341 512 to Join the Webinar.

Learning Outcome: At the end of part 1 of the webinar teachers will have an overview of how to effectively create assignments and customize their classroom courses.

LUNCH TIME: Lunch On Your Own (1 hour) Facilitators will remind teachers that lunch is on your own, but please return promptly because the next session of the webinar begins exactly at 12:30 pm

Slide 13

Webinar Part 2

Attend Live Webinar: Meeting the Challenges of Remote Learning with Actively Learn

-------------Embedded Ongoing
             Assessment

-------------Assessment & Reporting
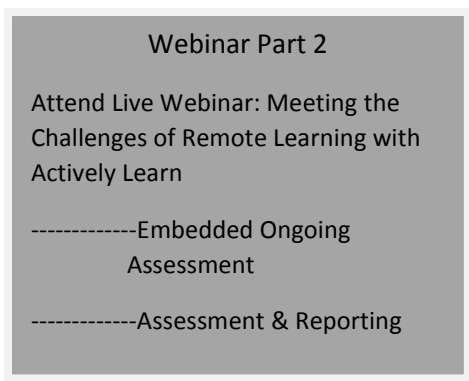
Webinar Part 2

Time: 20 minutes

Materials: Laptop

Procedure: Facilitators will assist teachers in logging back into the webinar. Teachers will use the same ID 172 341 512 to Join the Webinar.

Learning Outcome: At the end of part 2 of the webinar teachers will have an overview of how to effectively assign assessment and how to review student's data in Achieve 3000.

Closure Activity: At the end of this webinar, facilitators and coaches will assist teachers in creating and assigning assignments, setting up courses, and tracking students' progress by reviewing and pulling the data.

Note: Adapted from Achieve 3000 (2020). Retrieved from https://achieve3000.zoom.us/webinar/register/vJMvdO2pqzooDiVTyQmTzR5buRfM5eQyhw/success?user_id=Ad8nqT1_S_GN_MBeZppyQw&occurrence_times=1591632000000&timezone_id=America%2FLos_Angeles

Slides 14 – 15

Embedded Ongoing Assessment
Achieve3000 Literacy uses embedded ongoing assessment to drive student literacy acceleration. In each lesson, students complete a short multiple-choice activity, and the results are used to raise a student's Lexile level when they demonstrate readiness for more complex text (Achieve 3000).

Research-Informed Data Analytics and Reporting Tools

The Literacy Teacher and Leadership Editions provide reports that reflect the analyses and are all designed to support effective instruction and implementations. The Data Center and reports in the Teacher Edition highlight ongoing usage and performance metrics. Reports are organized as answers to key questions (Achieve 3000).

**Achieve 3000 Assessment & Reporting**

Purpose: The purpose of this activity is for teachers to learn about the features of the assessment and reporting tools that work jointly so teachers can receive accurate information in real-time when a student is on or off task.

Time: 10 minutes

Procedure: Facilitators will recap and discuss the information about assessment and reporting. Facilitators will read the slides that are put on the projector.

Slide 16

Closure Activity

Closure Activity
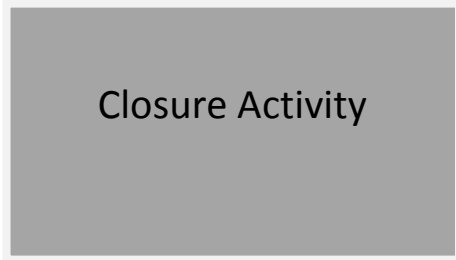
Purpose: The purpose of this activity is for teachers to practice creating assignments and setting up their courses with fictitious names of students.

Time: 1 hour 15 minutes

Materials: Laptops

Procedure: Facilitators will instruct teachers to log onto their dashboard to Achieve 3000 and begin to work from the home page. Facilitators and coaches will be assisting them with this assignment.

Closure: Break Time

Slide 17

Day 1 Discussions & Reflections

Purpose: The purpose of the activity is for self-awareness. This portion of the PD is for teachers to self-reflect on what was learned and answer their ongoing questions.

Time: 30 minutes

Materials: Flip Chart

Procedures: Facilitators will take put the Question Charts that teachers have been utilizing throughout today's session and discuss the ongoing questions that are listed.

Slide 18
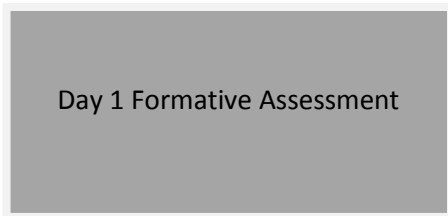
Day 1 Formative Assessment

Formative Assessment

(a) The PD training objectives were clearly stated

(b) Applying what you learned to your class setting

(c) Implementing the newly learned strategies in my classroom

(d) What did I like the most or the least about the PD training?

(e) How would you rate the PD and why? On a scale 0 to 4, Ratings are from 0 (low) to 4 (high).

Purpose: The purpose of the formative assessment is for each teacher to voice their reflections to their colleagues and the facilitators about today's session.

Time: 30 minutes

Materials: Copy of Assessment

Procedure: Facilitators will call upon each teacher to discuss one or two of the statements on the formative assessment and reflection.

Closure: Facilitators will thank the teachers for their comments.

PD Module Day 2 Agenda

Day Two	Content & Protocols
Time	**Sessions**

8:00 – 8:15   Sign In - Teachers will sign in upon arrival and pick up their name badges.

Facilitators will give handouts to the teacher upon arrival. (15 minutes)

8:15 -8:25   Welcome/Introductions (10 minutes)

Explain Housekeeping Rules and give instructions for breakfast

8:25 -8:55   Continental Breakfast Provided (30 minutes)

8:55 – 9:00   Go Over Daily Agenda (5 minutes)

Explain Daily Learning Outcomes

Facilitators will explain the goals for the Question Chart: Teachers will utilize the sticky notes to record ongoing questions about Achieve 3000 on the flip chart.

9:00 – 9:20   Ice Breaker Activity: Kahoot Game (20 minutes)

9:20 – 10:00   Resources: The Writing Center (40 minutes)

10:00 – 10:45   Think-Pair-Share Activity (45 minutes)

10:45 – 11:30   Best Practices   (45 minutes)

Five Best Practice for Successful Implementation of Achieve 3000

11:30 – 12:30   Lunch On Your Own (1 hour) Facilitators will remind teachers that lunch is on your own, but please return promptly because the next session of the webinar begins exactly at 12:30 pm.

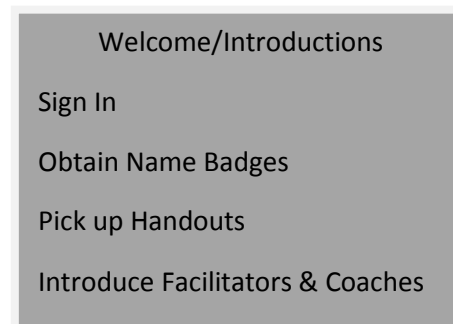12:30 – 1:30   Instructional Strategies: To help a Struggling Reader (1 hour)

1:30 -2:15   Changing Places (45 minutes)

2:15 – 2:30   Break (15 minutes)

2:30 – 3:00   Discussion & Reflections from (Question Chart) (30 minutes)

3:00 – 3:30   Oral Discussions (Formative Evaluation) 30 minutes

Resources: Daily handouts, Name badges, Sign-in sheets, Laptops, Chart paper, sticky notes, pens/pencils, and markers.

Welcome to Back to "Learning As We Grow"

        Welcome back to our second day of training, since we have already introduced

ourselves yesterday, you already know where the restrooms and water fountains are located;

the only reminder is that you silence your cell phones during the training. We are headed to

breakfast and I will see you at promptly 8:55 am, ENJOY!

Slides 1 – 4

3- Day Professional Development Achieve 3000 Day 2 Learning As We Grow	Welcome/Introductions Sign In Obtain Name Badges Pick up Handouts Introduce Facilitators & Coaches

Day 2 Module Agenda

8:00 Welcome	11:30 Lunch
8:15 Welcome	12:30 Strategies
8:25 Breakfast	1:30 Changing
8:55 Agenda	
9:05 Kahoot	2:15 Break
9:20 The Writing Center	2:30 Discussions
10:00 Think-Pair-Share	3:00 Assessment

Go Over Daily Agenda

Day 2: Learning Outcomes

1. Increase knowledge of the intervention program, Achieve 3000 (Part 2).

2. For teachers to learn new strategies and understand more current trends that are specific to their classroom.

Slides 5 - 6

Question Chart

Question Chart

Teachers will utilize the sticky notes to record ongoing questions about Achieve 3000 on the flip chart
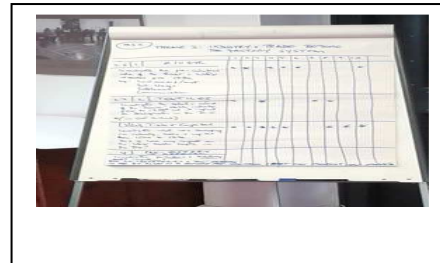
Purpose: The purpose of the flip chart is for teachers to write down questions at any time during the session.

Time: 5 minutes

Materials: Sticky notes and markers.

Procedure: Facilitators will instruct the teachers to utilize the sticky notes and markers that are placed on the tables to record ongoing questions about Achieve 3000.

Closure: Time allotted for Discussions & Reflections will be directed by the facilitators.

Slide 7

Icebreaker: Kahoot

Kahoot is a game-based learning platform that only takes minutes to create engagement games that is suitable and fun for all ages. Kahoot is often used in classrooms as a fun assessment tool. Teachers are involved in collaborative activities in the PD sessions.

Purpose: The purpose is to host a live game to create collaboration amongst teachers while having fun.

Time: 20 minutes

Materials: Laptop

Procedure: Teachers will log-in to Kahoot.com and use a game pin ID given to them by facilitators and coaches. Teachers will be put in pairs of two's to work together while answering questions about Achieve 3000.

Closure: The exercise is fun and is a way to bring personal interactions among colleagues.
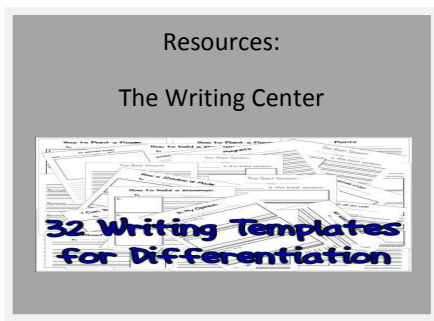
Resources: The Writing Center

Purpose: The purpose of this course training is to get teachers familiar with one of the most neglected resources in the program.
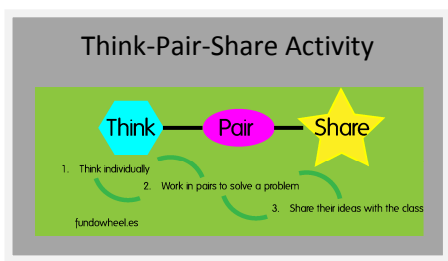
Time: 35 minutes

Materials: Laptops

Procedure: Facilitators will instruct teachers to log onto their computers and go to their dashboard. Teachers will find the link in the bottom left corner under University Courses.

Then click Open, and then click The Writing Center, Then Teacher Configuration. As a group, teachers will go through the course together.

Closure: After completing the course, teachers will be able to print their Certification of Completion.

Slide 9

Think-Pair-Share

Purpose: To examine and analyze research on reading instructions.

Time: 55 minutes

Materials: Flip Chart and markers; Copies of Chapters 8-11from the book "What Research Has to Say about Reading Instruction".

Chapter 8

  Reading Fluency: Its Development and Assessment

Chapter 9

   Making a difference in Adolescents School Lives

Chapter 10

   Effective Practices for Developing Reading Comprehension

Chapter 11

   Reading Comprehension Strategies and Teacher Preparation

Procedure: Facilitators will place teachers in small groups by grade level taught. Each small group will then be given a different chapter from the book "What Research Has to Say about Reading Instruction". They will be given 20 minutes to read and discuss the chapters among the group. Groups will utilize the flip chart to write their thoughts and summary on.

Closure: After 20 minutes the facilitator will say "STOP". The group will select a spokesperson to present the chapter to the entire group.

Slide 10

Best Practices

Five Best Practices for Successful Implementation of Achieve 3000

Step One: Create classroom norms that hold students responsible for their actions.

Step Two: Evaluate each student's reading level at the beginning of the school year.

Step Three: Create discussion groups with students to build trust and confidence.

Step Four: Perform close reading discussions in group sessions (small, large, or whole).

Step Five: After collaborative group sessions, assess students' work.

Purpose: The purpose of this activity is to provide a roadmap and be clear about goals to ensure the successful implementation of Achieve 3000.

Time: 45 minutes

Materials: Projector

Procedures: Facilitators will put the Best Practices slide on the projector and will discuss each one with the group of teachers.

Closure: Facilitators will have a group discussion with teachers. Teachers will be instructed that it is Lunch Time and the next session begins promptly at 12:30 pm.

LUNCH: Lunch On Your Own (1 hour) Facilitators will remind teachers that lunch is on your own, but please return promptly because the next session of the webinar begins exactly at 12:30 pm.

Slide 11
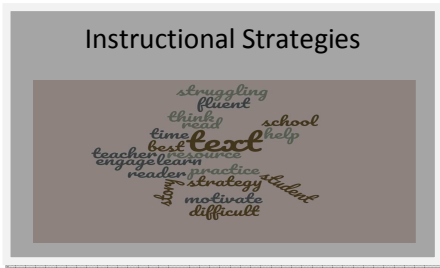
Instructional Strategies: To Help A Struggling Reader

Purpose: The purpose of this activity is for teachers to communicate and learn from each other about helping the struggling reader in their classroom. Less experienced teachers can learn from a more experienced teacher to increase their student learning in the classroom.

Time: 1:00

Materials: Questions, bowl/hat

Procedure: Before this activity begins the facilitators will write the following questions on a folded strip of paper and place them in a bowl or hat. Each teacher will pull one of the strips from the bowl or hat, read and answer their question.

Examples:

What are the examples of effective fluency strategies?

What is the characteristic of a fluent reader?

What are the techniques for building fluency?

What is the difference between a beginner and a fluent reader?

Why is it essential for remedial reading teachers to have an understanding of the needs of a struggling reader?

How can we support a struggling reader in our classroom?

How can you teach comprehension strategies that will last on a students' future reading?

Closure: Group Discussion w/Facilitators

Slide 12

Changing Places

Purpose: Getting teachers to understand how students react to the text they are reading and trying to comprehend.

Time: 45 minutes

Material: Text from Achieve 3000 (Spanish version)

Procedures: The facilitator will begin with a randomly selected 9th-grade text from Achieve 3000 and display it on the projector. Each teacher will take turns reading the story aloud. As a group, they will discuss the lesson and begin to try and answer the poll questions. This process will continue until all questions are completed.

Closure: Teachers will give their reflections on the lessons and give one suggestion about accommodating the struggling reader when they just don't get it. Facilitators will instruct teachers that it is break time and the next sessions begin promptly at 2:30 pm.
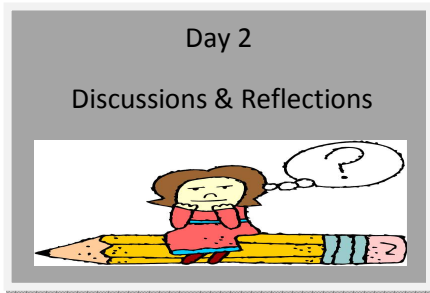
Slide 13

Day 2

Discussions & Reflections

Purpose: The purpose of the activity is for self-awareness. This portion of the PD is for teachers to self-reflect on what was learned and answer their ongoing questions.

Time: 30 minutes

Materials: Flip Chart

Procedures: Facilitators will take the Question Charts that have been utilized throughout today's session and discuss the going questions that are listed.

Slide 14
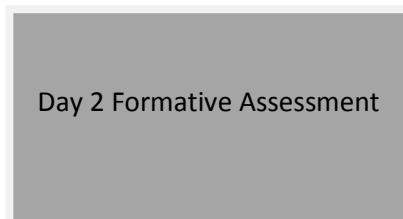
Day 2 Formative Assessment

Formative Assessment

(a) The PD training objectives were clearly stated

(b) Applying what you learned to your class setting?

(c) Implementing the newly learned strategies in my classroom?

(d) What did I like the most or the least about the PD training?

(e) How would you rate the PD and why? On a scale 0 to 4, Ratings are from 0 (low) to 4 (high).

Purpose: The purpose of the formative assessment is for each teacher to voice their reflections to their colleagues and the facilitators about today's session.

Time: 30 minutes

Materials: Copy of Assessment

Procedure: Facilitators will call upon each teacher one at a time to reflect.

Closure: Facilitators will thank the teachers for their comments and tell them to enjoy the rest of their day and will see them tomorrow.

PD Module Day 3 Agenda

Day Three	Content & Protocols
Time	**Sessions**
8:00 – 8:15	Sign In - Teachers will sign in upon arrival and pick up their name badges.
	Facilitators will give handouts to the teacher upon arrival. (15 minutes)
8:15 - 8:25	Welcome/Introductions (10 minutes)
	Explain Housekeeping Rules and give instructions for breakfast
8:25 - 8:55	Continental Breakfast Provided (30 minutes)
8:55 – 9:00	Go Over Daily Agenda (5 minutes)
	Explain Daily Learning Outcomes
9:00 - 9:05	Facilitators will explain the Question Chart: Teachers will utilize the sticky notes to record ongoing questions about Achieve 3000.
9:05 – 9:30	Reflections from Day 2
	Ice Breaker Activity: Achieve 3000 Bingo (25 minutes)
9:30 – 10:00	Resources: The Graphic Organizer (30 minutes)
10:00 - 11:00	Student Engagement Activity
	Increase Engagement and Improve Outcomes (1 hour)
11:00 – 11:30	Resources: Creating a weekly PDF Report Activity (30 minutes)
11:30 – 12:30	Lunch Provided (1 hour) Facilitators will instruct the teachers that it is now time for lunch. Lunch will be provided by the administrators and everyone is reminded that the next session begins promptly at 12:30 pm.
12:30 – 1:15	Struggling Readers (45 minutes)

When Students Just Don't Want to Read
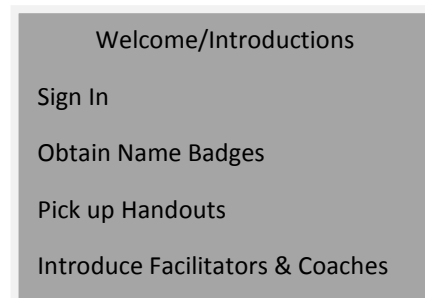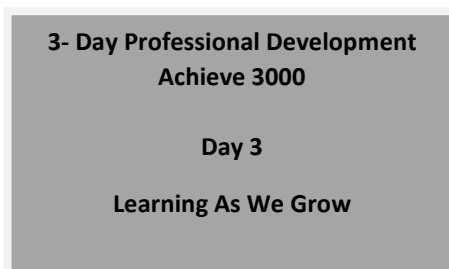
1:15 – 2:15	Interactive Group Activity (1 hour)
2:15 – 2:30	Break (15 minutes) Facilitators will instruct the teachers that it is break time and the next session will begin promptly at 2:30 pm.
2:30 – 2:35	Teacher Burn-Out (5 minutes) Facilitators will read the research on Teacher burn-out from the projector
2:35 – 3:00	Discussion & Reflections from Question Chart (25 minutes)
3:00 – 3:30	Written (Summative Assessment – Appendix (D) (30 minutes)

Resources: Daily handouts, Name badges, Sign-in sheets, Laptops, Chart paper, sticky notes, pens/pencils, markers, and student work samples.

Welcome to Back to "Learning As We Grow"

Welcome back to our third and last day of training, the only reminder again is that you

silence your cell phones during the training. We are headed to breakfast and I will see you back

promptly at 8:55 am, ENJOY!

Slides 1 – 4

3- Day Professional Development Achieve 3000 **Day 3** **Learning As We Grow**	Welcome/Introductions Sign In Obtain Name Badges Pick up Handouts Introduce Facilitators & Coaches

Day 3 Module Agenda	
8:00 Welcome	11:30 Lunch
8:25 Breakfast	12:30 Reading
8:55 Agenda	1:15 Group Activity
9:05 Bingo	2:15 Break
9:30 Graphic Organizer	2:30 Reading
10:00 Activity	3:00 Assessment
11:00 PDF Report	

Go Over Daily Agenda

Day 3: Learning Outcomes

Increase knowledge of the intervention program, Achieve 3000 (Part 3).

Have a comprehensible plan for developing and increasing their student achievement in the classroom.

Slide 5 -6

Question Chart

Question Chart

Teachers will utilize the sticky notes to record ongoing questions about Achieve 3000 on the flip chart.
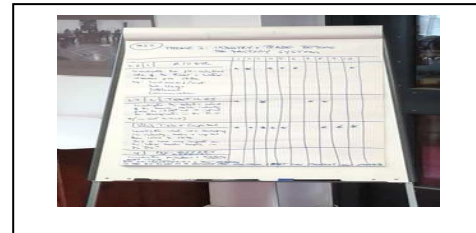
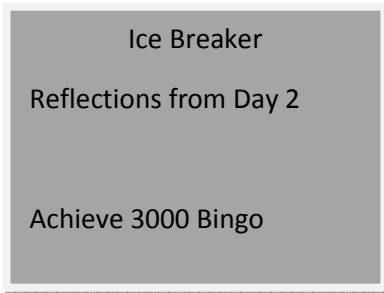**Purpose:** The purpose of the flip chart is for teachers to write down questions

Time: 5 minutes. Used throughout the day by teachers.

Materials: Sticky notes and markers.

Procedure: Facilitators will instruct the teachers to utilize the sticky notes and markers that are placed on the tables to record ongoing questions about Achieve 3000.

Closure: Time allotted for Discussions & Reflections will be directed by the facilitator

Slide 7

Ice Breaker

Reflections from Day 2

Achieve 3000 Bingo

Students	Lexile level	Engagement
assessment	flexible	Graphic organizer
outcomes	Stay-on-track	75% or higher

Ice Breaker: Achieve 3000 Bingo

**Purpose:** The purpose of this Bingo icebreaker game is for teachers to have fun while answering questions from yesterday's training session.

Time: 1 hour

Materials: 3 X 3 grid bingo card and chips

Procedure: Teachers will receive a 3 x 3 grid Bingo card and place a chip on the correct answer on their card after the facilitator reads a question about Achieve 3000. Once the teacher has completed a grid of three squares (vertical, horizontal, or diagonal), they will be declared the winner. Winners will pick a prize of their choice from the collection on the table.

Slide 8

Resources
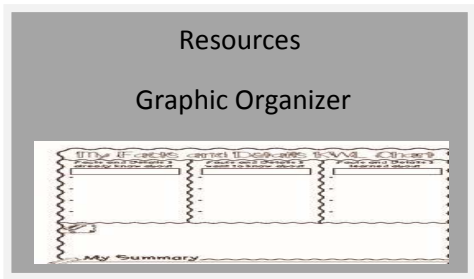
Graphic Organizer

Resources: Graphic Organizer Activity

Purpose: The purpose of this activity is to get teachers familiar with this resource that will assist their students in structuring their writing projects.

Time: 30 minutes

Materials: Laptops

Procedure: Instructors will group teachers by grade levels**.** Instructors will give each teacher a copy of the printed graphic organizer. Each grade level group will access a story in Achieve 3000 and work together in completing the graphic organizer.

Closure: Each group will reflect on their thoughts about using the graphic organizer in their classroom to assist their students in organizing their thoughts when reading the text in Achieve 3000.

Slide 9

Student Engagement Activity
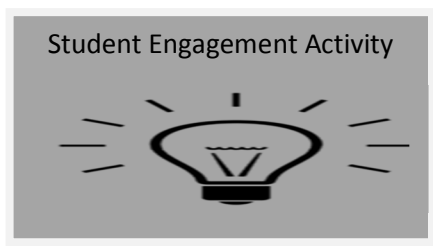
Student Engagement: Increase Engagement and Improve Outcomes

Motivational Strategies

Examples

What does it look like?

What is it not?

Note: Adapted and modified from the Professional Development Edition of What Research Has to Say about Reading Instruction (3rd ed.), © 2009 International Reading Association.

Purpose: The purpose of this activity is to learn how to engage and motivate struggling students in learning. Understanding what it does and does not look like in the classroom can lead to a better classroom climate.

Time: 1 hour

Materials: Chart paper and markers

Procedures: As a group, the facilitator will lead this activity with the teachers. Engagement and motivation are extremely important for struggling readers. Teachers will brainstorm and call out answers to be placed under each section. The facilitator will write the answers on the chart.

Closure: Group discussion will take place between facilitator and teachers about the answers that were given by the teachers. The facilitator will instruct teachers that it is Lunchtime and the next session will begin promptly at 12:30 pm.

Lunch: Lunch On Your Own (1 hour) Facilitators will remind teachers that lunch is on your own, but please return promptly because the next session of the webinar begins exactly at 12:30 pm.

Slide 10
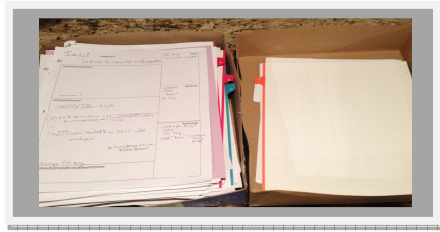
Resources: Creating a weekly PDF report

Purpose: The purpose of this activity is for teachers to be able to pull and print weekly reports of students who have or have not met their goals from Achieve 3000.

Time: 30 minutes

Materials: Laptop, markers

Procedure: Facilitators will instruct teachers to log in to their dashboard on Achieve 3000.

Click on Performance

Click on how students are performing

Enter a date range (Ex. 06/05-11/2020)

View Report

Click - Save to printer

Change – Save as a PDF

Click Save as Achieve 3000 (Ex. Achieve 06/11/20).

Save to desktop

Closure: Once teachers have followed the instructions, they will send their reports to the printer. Facilitators will retrieve the reports and pass them back to the individual teachers. Teachers will then take their markers and highlight the students who made 75& or higher.

Slide 11

> Let's look at an example of how I go about engaging readers, especially the reluctant ones, in my classroom. I had a student with a below grade-level Lexile level at the beginning of the year and an attitude that was not going to help him progress. "Achieve 3000 is boring," he told me.
>
>   I explained to him how the program was going to work throughout the year and how he could earn points by completing lessons—reading non-fiction articles, answering multiple-choice questions, and writing responses to text-based questions that require students to cite evidence from the text. Unfortunately, this gamification didn't seem to be initiating any increased interest. But when I let him know about how he could win an actual prize every month, he quickly became engaged.
>
> I explained how Achieve3000 Literacy delivered content at his specific reading level, and that he would be competing with other students on an even playing field. Every student was not judged by their score, but their amount of growth. Because the leveled content and lessons make the concepts and reading practice available to all students, everyone has the same opportunity to grow. And then, when he learned that he could win some school spirit wear, the race was on. He was eager to read and his grades. He would ask me about his gains weekly. At first, his gains were gradual and had only gone up 35 Lexile points, but after a few months, he had increased his Lexile level by 125 points. I explained to him that this was quite a bit of growth and that he was doing a fantastic job.
>
> Progress Leads to Student Growth

When Students Just Don't Want To Read: One teacher's approach to Engaging Readers

Purpose: The letter is for other teachers to hear colleagues approach to engage a reluctant student in his class to excel on Achieve 3000.

Time: 20 minutes

Materials: Copy of Letter from Daniel Mark Pedroza.

Procedure: Facilitators will give each teacher a copy of the letter from Daniel Mark Pedroza and read aloud to the teachers. Teachers will follow along while the facilitator is

reading.

Note: Adapted from Achieve 3000, (2020). Retrieved from https://achieve3000.com/community-resources/literacy-resources/one-teachers-approach-to-engaging-readers/

Slide 12
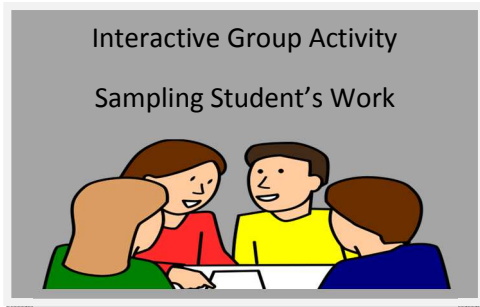
Interactive Group Activity

Purpose: This collaborative activity provides a supportive structure that enables all teachers, regardless of grade level or experience to engage and learn from each other.

Time: 45 minutes

Materials: Sample of Student's work

Procedure: Each teacher will provide a copy of a student's work sample from Achieve 3000 (students' name blackened out) to be placed on the projector. The sample will be a student in the lowest percentile in their class. Working as a group, teachers will put their heads together and share their expertise on how to help the student become proficient in reading. The process continues until all teachers have spoken.

Break Time: Break (15 minutes) Facilitators will instruct the teachers that it is break time and the next session will begin promptly at 2:30 pm.

Slide 13

It is a fact that there is a crisis with teachers' burnout and many are struggling, Achieve 3000 have an initiative designed to support successful educators and share their great advice with others seeking to achieve the same great results. It is called PRO Educator Recognition and Network. Achieve 3000, have asked teachers what is it that they do to circumvent burnout and stay motivated through the school year. We would love to see one of you featured, so please send in some of your tips and get recognized.

Purpose: The purpose of the information is to let the teacher know that it is okay to slow down and not get so worked up over the little things. Teacher burn-out has many causes and they need to find ways to de-stress and relax.
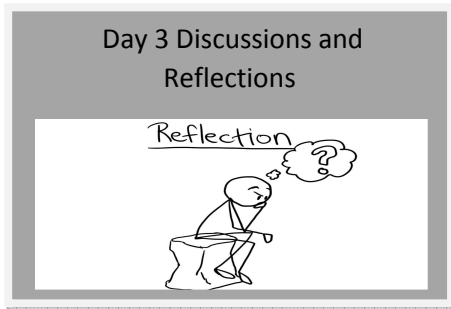
Time: 5 minutes

Materials: Burn-Out slide

Procedure: Facilitators will put the slide entitled "Teacher Burn-Out" on the projector and read it to the teachers. Teachers will also get information about the Pro Educator Recognition Network.

Note: Adapted from Achieve (2020). Retrieved from https://achieve3000.com/community-resources/literacy-resources/you-are-not-superhero-how-avoid-teacher-burnout/

Slide 14

Purpose: The purpose of the activity is for self-awareness. This portion of the PD is for teachers to self-reflect on what was learned and answer their ongoing questions.

Time: 30 minutes

Materials: Flip Chart

Procedures: Facilitators will take the Question Chart was has been utilized throughout today's session and discuss the going questions that are listed.

Slide 15
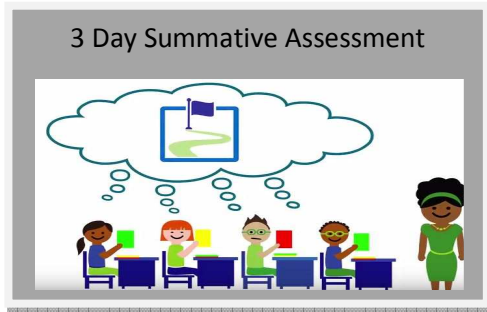
Appendix B: Interview Protocol Guide

Interview Guide Project: Instructional Practices and Self-Efficacy of Remedial Reading Teachers

Teacher #:

Date of Interview:

Time of Interview:

Interviewee #:

Interviewee Position:

Grade Taught:

Questions:

Interview Question 1: Describe your teaching experience (e.g., number of years in the education field, years teaching high school, and years teaching remedial reading).

Interview Question 2: How often do you use Achieve 3000 in your classroom to support struggling readers?

Interview Question 3: To what extent do you believe you have the ability to implement Achieve 3000 in your classroom? Why or why not?

Interview Question 4: Describe for me your typical daily classroom instruction utilizing Achieve 3000.

Interview Question 5: What is your perspective of Achieve 3000 and its usefulness to support

struggling readers?

Interview Question 6: How do students communicate to you that they like or dislike Achieve

3000?

Interview question 7: Overall, how effective do you believe the Achieve 3000 program is for

struggling students in the classroom?

Interview Question 8: Is there anything about Achieve 3000 that you would like to share that I

did not ask?

Appendix C: Classroom Observation Checklist

Teacher#: _____

Date of Observation: _____ School: _____ Grade Level: 9 10 11 12

Length of Observation: _____ Start Time: _____ End Time: _____

Description of Observed Lesson	Response			
	1	Not at All		
	2	Very Little		
	3	Quite a Bit		
	4	A great Deal		
Teacher was knowledgeable in the content area. Comments:	1	2	3	4
Teacher exhibited effective classroom management skills. Comments:	1	2	3	4
Teacher displayed a positive attitude in the classroom. Comments:	1	2	3	4

Teacher had positive interactions with students. Comments:	1	2	3	4
Teacher implemented innovative strategies. Comments:	1	2	3	4
Teacher was prepared to teach the lesson. Comments:	1	2	3	4
Teacher kept the students' attention on assignments. Comments:	1	2	3	4
Teacher demonstrated teacher-led activities. Comments:	1	2	3	4
Teacher offers assistance to struggling students. Comments:	1	2	3	4
Observation Summary:				

Appendix D: Summative Evaluation

Presenter: _____ Date: _____

Part 1

Thank you for taking the time to complete this survey. Based on the 3-day professional development sessions, please answer the following questions. Your feedback is valuable for the future of PD's for remedial reading teachers. You may use either a pen or pencil. Completing this survey will take approximately 20-25 minutes. Your answers are confidential.

1. How would you utilize the activities you learned in the 3-day PD in your daily classroom planning?

2.   How were the expectations and outcomes of this professional development stated to you?

3. In your school will you have the opportunity to engage in the job-embedded learning opportunity?

4. Summarize the main ideas taken away from the 3-day professional development.

5. Would you recommend this professional development? Please describe your answer. Why or Why Not.

6. Where your needs for professional development met by this 3-day professional development training?

On a scale 0 to 4, please rate this 3-day professional development session. Ratings are from 0 (low) to 4 (high).

Poor	Fair	Good	Very Good	Excellent
0	1	2	3	4

Part 2

Directions: Please mark the responses that most accurately reflect your experience at your school.

	Always	Frequently	Sometimes	Seldom	Never	Don't know
My school's leaders consider all staff members capable of being professional learning leaders	5	4	3	2	1	0
In my school, time is available for teachers during the school day for professional learning	5	4	3	2	1	0
A primary goal for professional learning in my school is to enhance teaching practices to improve student performance	5	4	3	2	1	0
In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.	5	4	3	2	1	0

Additional Comments:

Appendix E: Learning Forward Permission Letter

June 2, 2020

Mary Parker

███████████████

███████████

Dear Mary,

Learning Forward grants you permission to use the Standards Assessment Inventory (SAI) in your Doctoral Program as an instrument to research Teachers' Perspectives of the Use of a School-Wide Reading Program with Secondary Remedial Reading Students.

Please ensure that this credit line appears in your work in reference to the SAI:

"Used with permission of Learning Forward, www.learningforward.org. All rights reserved."

Good luck in your research in pursuit of your doctorate.

Sincerely,

███████

███████████████████

███████████████

Dallas, Texas 75252

██████████

XXXXXXXXXXXXXXXXXXXXXXXXXXX