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Primary Teachers' Perceptions of the Wilson Reading Foundations Program for Struggling Readers

Kianga Tene McKinney
Walden University

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Kianga Tene McKinney

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the review committee have been made.

Review Committee

Dr. Marcia Griffiths, Committee Chairperson, Education Faculty
Dr. Billie Andersson, Committee Member, Education Faculty
Dr. Jeanne Sorrell, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2022

Abstract

Primary Teachers' Perceptions of the Wilson Reading Foundations Program for Struggling

Readers

by

Kianga Tene McKinney

MA, Eastern Michigan University, 2005

BS, Eastern Michigan University, 2008

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2022

Abstract

Despite 3 years of implementation, educators at McKinnley Elementary School (pseudonym) did not know teachers' perceptions about whether the Wilson Reading Foundations Program (WRFP) was helping K-3rd grade teachers assist struggling readers with becoming proficient in reading in the elementary grades. The purpose of this qualitative single case study was to obtain primary teachers' perceptions regarding how instructional components of the WRFP challenged or strengthened their instructional practices with assisting struggling readers gaining proficiency. Engelmann's theory of instruction, Orton-Gillingham's approach, and Engestrom's activity theory were the theoretical frameworks that guided this study. Fifteen K-3rd grade teachers who implemented WRFP and have taught for 2 years or more participated in this study. Data were collected from interviews, classroom observations, and analysis of documents. A line-by-line analysis was followed by a coding matrix to categorize collected data into themes and patterns. Three themes emerged from the thematic analysis: impact of the program on struggling readers, elements of instructional practices, and the impact the program had on participant's instructional practices. Findings indicated the need for a professional learning community for teachers to increase their knowledge and share their pedagogy. A 3-day professional development program was created to assist K-3rd grade teachers with becoming proficient in instructional practices to help struggling readers in elementary grades. Administrators and professional developers could use this study to make pedagogical changes, increase reading achievement, equip teachers with knowledge, and close the achievement gap for positive social change.

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Dedication

I would like to dedicate this body of work to God and all of the people/angels who continued to encourage me throughout this process. Words cannot express my true gratitude. This road would have not been taken or accomplished without your support. This experience was exactly like my favorite poem by Robert Frost.

I would also like to dedicate this to anyone who is on the brink of giving up. I just want you to know that you are not alone in your thoughts but do not give into them. It is all a part of the process (at least that is what they tell you over and over again).

Most of all this is dedicated to my mother who put the idea of becoming a doctor into my head. You always said you wanted a doctor and I have always aimed to please you. I love you more!

I would also like to take this opportunity to give a special thanks to Kianga McKinney. I want you to know that nothing is ever impossible for you. I love you because of your beautiful spirit and determined mind. This is our labor of love, we did it and we continue to amaze the past, present, and future versions of us. Stick with me kid we are going places. I don't say this enough, but I am extremely proud of us and everything that we have accomplished and just know the best is yet to come. I will love you always Dr. Kianga McKinney (ahh I love the way that sounds).

Beauty is dangerous but intelligence is lethal (thank God we have both).

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Section 1: The Problem

The ability to proficiently read is an essential skill for all. It is used in a variety of disciplines and well into adulthood. Students begin their academic experiences with varying abilities and performance levels in reading, and meeting students on their level and helping them attain proficiency is the teacher's duty (Walgermo et al., 2018). According to Agran et al. (2020), the strongest predictor of teacher efficacy is the ability to identify needs of their students and facilitate instructional practices to meet these needs. Therefore, educators need to be equipped with the capability to select and use the appropriate educational tools for the needs of their students.

Background

Nearly 65% of fourth graders in the United States have not obtained reading proficiency (National Center for Education Statistics, 2019). Reading proficiency is a challenge that continues to affect schools within the United States (Frenzel et al., 2021). Learning to read in elementary school has a direct impact on students' academic and nonacademic success. Reading proficiency is a prerequisite to future success in and out of academics (Walgermo et al., 2018). Therefore, students must gain the knowledge they need to become proficient readers, and it is the teacher's responsibility to provide them with adequate instruction (Graham & Kelly, 2019; Walgermo et al., 2018). This study was needed to obtain a deeper understanding of K through 3rd grade teachers' perceptions of whether Wilson's Reading Foundations Program (WRFP) was helping teachers assist struggling readers with becoming proficient in reading in the elementary grades and determine strengths and challenges of the WRFP as it has been implemented in schools.

Evidence of the Problem at the Local Level

Despite three years of implementation, leaders at McKinnley Elementary School (pseudonym) did not know K through 3rd grade teachers' perceptions on whether WRFPP was helping teachers to assist struggling readers to become proficient in reading in the elementary grades. Nor did leaders at the McKinnley Elementary School know K through 3rd grade teachers' perceptions on whether structured reading programs like WRFPP had helped or hindered a shift in instructional reading practices of their teachers. The school district required teachers to implement the WRFPP without knowledge of teachers' perceptions of the program and the impact it had on their instructional practices. Teacher perceptions play a critical role in the implementation of classroom instruction, shape their teaching practices, and influence what they consider to be best practices (Costa et al., 2020). According to the McKinnley School District, the district needed to know and understand how teachers perceived the WRFPP's usefulness to plan instruction and increase the achievement gap. In McKinnley Elementary School, 61.6% of low-income 3rd – 5th-grade students, did not meet the district's reading expectations on the 2019 *Partnership for Assessment of Readiness for College and Careers (PARCC)* subtests of reading comprehension. Nor did they meet standards the previous year. According to the McKinnley School District, 13.9% of the 3rd- 5th grade students at McKinnley met or exceeded PARCC ELA standards in 2018. Leaders at McKinnley said the best way to achieve literacy success is to first identify individual student needs and then implement the correct teaching strategy. Teachers' perceptions and values are a fundamental component of academic achievement and should not be considered a minor element (Jury

et al., 2021). The administration had not garnered K through 3rd grade teacher perceptions regarding the WRFPP as an effective strategy to address needs of their low proficiency readers.

Evidence of the Problem from Professional Literature

Khan (2018) said the kind of explicit instruction embodied in WRFPP improves reading. Systematic instructional programs in reading introduce activities involving the five essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in a scaffolded manner (Khan, 2018). Teachers at Perkins School for the Blind found the WRFPP to be a successful tool to use to help struggling readers (Ediyanto et al., 2021). McMahon et al., (2021) said, “the WRFPP produced significant student growth among third graders in terms of alphabetic knowledge, but no growth in comprehension”(p.73). The WRFPP had been implemented in McKinnley Elementary School to address reading proficiency concerns, but research is not available regarding advantages of using this program.

The number of students who struggle to read at grade level continues to be a concern faced by many educators in the United States. Reading with precision and comprehension is a much-needed lifelong skill; however, some children continue to experience reading deficits. By the time students leave elementary school, they should be proficient in reading comprehension (Peng et al., 2018).

Students who struggle with reading continue to experience problems in their later years. Readers who do not meet proficiency by the end of second grade continue to grapple with reading well into their adulthood (Lin & Jiar, 2018). Almost half of adult

learners in America experience some difficulty with reading proficiency (Talwar et al., 2018). Low reading proficiency in elementary schools is a persistent problem within the United States. Low reading proficiency is an issue that has persisted for years, and it is not an isolated concern. Educators nationwide struggle to select interventions to remediate this issue. The WRFP is a reading program to address reading proficiency, but there is little research on teachers' perceptions of the effectiveness of this program as a means to remedy low reading proficiency.

Rationale

Nationally, reading proficiency has been an issue for years. According to the Pew Research Center (PRC, 2018), the United States ranked 24th out of 73 countries that participated, which was unaltered ranking from previous years. In 2017, 60% of fourth grade students in the United States performed at a lower level of proficiency in reading (National Center for Education Statistics [NCES], 2019). The WRFP was implemented on the premise that explicit reading and intervention instruction could often lead to creating proficient readers. As reading proficiency continues to be a concern, many administrators and educators used interventions such as the WRFP to address those issues.

After six years of implementing the WRFP, school administrators were still unaware of K through third grade teachers' perceptions regarding whether the WRFP was helping K-3rd grade teachers assist struggling readers to become proficient in reading in elementary grades, as well as their perceptions of strengths and challenges of the direct instruction component of the WRFP and whether use the program had encouraged a shift

in their instructional practices to better help struggling readers. To determine successful outcomes of a reading program, the role of the teacher must be acknowledged as critical (Kartal, 2018). Teachers are instructional designers who impact implementation of what are deemed best instructional practices, and are responsible for interpreting, individualizing, and contextualizing instruction in ways that they believe are meaningful for their students (Grabe & Stoller, 2019). The effectiveness of any reading program is dependent upon teacher instruction (Kartal, 2018; Scales et al., 2018; Yaacob & Pinter, 2019). The purpose of this study was to obtain a deeper understanding of K through third grade teachers' perceptions regarding whether the WRFP was helping teachers assist struggling readers to become proficient in reading elementary grades, acquire their perceptions regarding strengths and challenges of the direct instruction component of the WRFP, and determine their perceptions of whether use of the program encouraged a shift in their instructional practices to better help struggling readers.

Definition of Terms

A variety of specific terms were used within this study. The following is a list of definitions:

Explicit/Direct Instruction: Explicit/direct instruction is a systematic and direct methodological approach to teaching academic skills. The teacher provides explicit and direct connections in a sequential pattern, allowing opportunities for student practice. It is a structured and teacher-led approach that provides a series of scaffolds whereby students are guided through the learning process (Capin et al., 2018; Moats, 2019).

Struggling Readers: Struggling readers are students who are having difficulty reading. These students display reading difficulties in the classroom and require additional reading support to keep up with their classroom peers (Ja'afar et al., 2021)

Teacher Perceptions: Concepts educators embrace that fundamentally shape their pedagogy as well as impact their teaching techniques and formation of their classrooms (Hamilton, 2018).

Wilson Reading Foundations Program (WRFP): The WRFP is a comprehensive reading program developed to assist struggling readers in grades K-3. It uses the O-G approach, a systematic, direct, multisensory approach to reading instruction (Wilson Language Training, 2018).

Significance of the Study

Information obtained from this study was used to address K through third grade teachers' perceptions of the WRFP, strengths and weaknesses associated with implementing the WRFP, and the impact that implementation of the WRFP has on their instructional practices for improving struggling readers' proficiency. Findings from this study could supply curriculum creators of the WRFP with information regarding perceptions of teachers in terms of whether this program assists struggling readers and influences their instructional practices.

Third grade is considered the pivotal reading year, where students are no longer learning to read but rather reading to learn. Students who are struggling to read at grade level by the end of third grade are four times more likely to drop out of high school (Kenwright et al., 2021; Martinez & Plevyak, 2020). Information provided from this

study could lead to social change by generating an understanding of the impact that teacher perceptions may have on implementation of instructional practices associated with teaching struggling readers. Furthermore, information from this study might be useful to the school district to amend the curriculum by deciding whether to continue implementing the WRFP or add new strategies and interventions to improve performance of struggling students.

Research Questions

This study was guided by the following research questions:

RQ1: What are K through third grade teachers' perceptions of the degree to which the WRFP is helping them assist struggling readers to become proficient in reading in elementary grades?

RQ2: What are K through third grade teachers' perceptions regarding strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?

RQ3: What are K through third grade teachers' perceptions regarding how WRFP implementation contributes to changes in instructional practices to better help struggling readers?

Review of the Literature

Students who struggle with reading proficiency in their primary years are more likely to struggle with reading proficiency in their later academic years (Anderson et al., 2021; Henry, 2020; Ok et al., 2020; Williams, 2019). Long-term effects on academic success are associated with student reading proficiency. Teachers may find it difficult to

identify appropriate reading interventions to address reading proficiency issues. Reading proficiency has a lasting impact on the academic success of students, and educators find that addressing this lifelong issue with the appropriate curriculum and instruction is a challenge (Sulu et al., 2021).

Researchers have found that explicit reading and intervention instruction can often lead to proficient readers (Child et al., 2018; Kosak et al., 2019; Neuman & Kaefer, 2018; Sayeski et al., 2019; Sparapani et al., 2018), on this premise WRFPP was implemented at the school of study to address school leaders and district concerns with third graders' reading proficiency. The purpose of this study was to obtain a deeper understanding of K through third grade teachers' perceptions regarding whether the WRFPP was helping them assist struggling readers to become proficient in reading in elementary grades, acquire their perceptions regarding strengths and challenges of the direct instruction component of the WRFPP, and determine their perceptions of whether use of the program encouraged any shift in instructional practices to better help struggling readers.

A comprehensive search of literature was conducted using the following databases: ERIC, EBSCO, Walden online databases, ProQuest, and Walden Dissertations. Keyword terms that were used were: *reading interventions, struggling readers, WRFPP teachers' perceptions, teachers' belief systems, low reading achievement, reading difficulties, fluency, comprehension, direct instruction, vocabulary, phonics, phonemic awareness, components of reading and effective reading strategies*. This section begins with a discussion of theoretical frameworks for this study and concludes

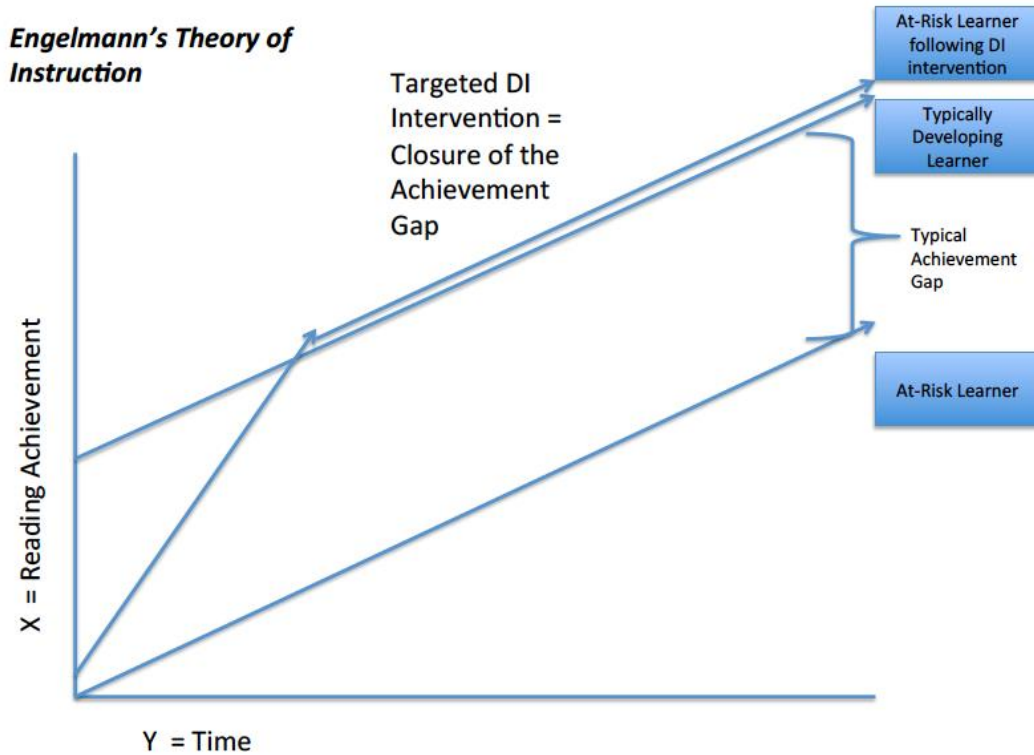
with a section discussing the importance of teaching reading, ways to teach reading, the WRFP, and the importance of teacher perceptions.

The theoretical framework that guided this study was Engelmann's theory of instruction, as this was the substructure of the direct instruction approach that aligned with the WRFP. The second framework that guided this study was the O-G approach, this theory was the framework that the WRFP is based on. Moreover, it is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling do not come easily to individuals. The third framework that was employed in this study was Engestrom's activity theory. This framework fits this study because despite 3 years of implementation, educators at McKinnley Elementary School did not know whether the WRFP helped teachers assist struggling readers. School leaders also did not know if structured reading programs like the WRFP helped or hindered a shift in instructional practices in reading. K-3rd grade teachers were charged with implementing the WRFP for their students as a means to assist with low reading proficiency, but school officials have not addressed teacher perceptions regarding benefits of this program. Using these frameworks permitted a more comprehensive approach in terms of evaluating K through third grade teachers' perceptions regarding effectiveness of the curriculum that was being used to enhance student reading achievement. I discuss each of these theories in detail, as well as how they contributed to looking at this topic.

Engelmann's Theory of Instruction

Siegfried Engelmann and Douglas Carnine developed their theory of instruction in 1960. At-risk students needed to be taught explicitly to close the achievement gap as quickly as possible. Instruction had to be directly controlled to improve and accelerate learning for at-risk students or the achievement gap between them and typical developing learners would always exist (Kim & Fienup, 2021).

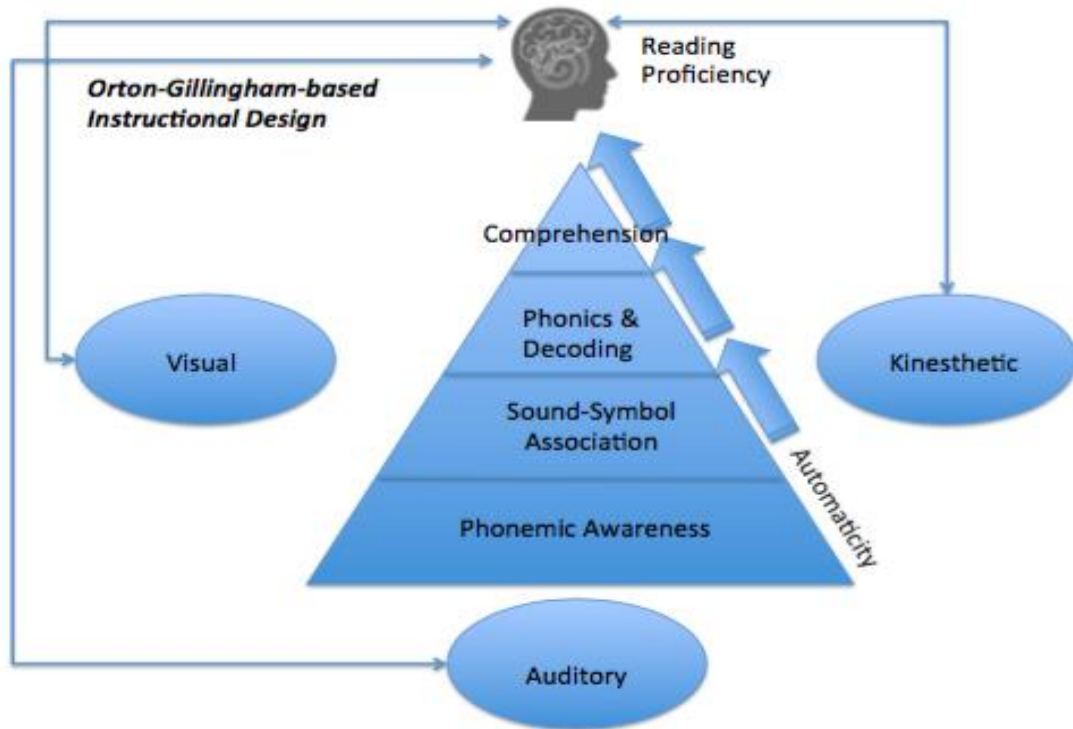
Figure 1
Engelmann's Theory of Instruction



Direct instruction has also been called systematic and explicit instruction (Kim & Fienup, 2021). Engelmann designed explicitly scripted lessons as a way to control them and ensure that quality instruction was being facilitated. Students who were taught individually, explicitly, or in a more controlled manner could accelerate their learning experience (Kim & Fienup, 2021). This theoretical framework was relevant to this study because it was the theory from which direct/explicit instruction derived, and direct instruction is the instructional foundation for the WRFP. I examined the impact of the WRFP, a program that was designed using Engelmann's direct/explicit instruction concepts during implementation of its curriculum.

O-G Approach

The O-G approach was established in 1930 by Dr. Samuel Orton and Anna Gillingham. It involves teaching reading using direct/explicit, sequential and systematic multisensory synthetic phonetic methods (Stevens et al., 2021). Programs that have been based on the O-G approach have been commonly used to assist in addressing the needs of young and struggling readers (Shand & Bowden, 2021). Easterbrooks and Lederberg (2021) said instruction based on the O-G approach involved using a multisensory method that demonstrated knowledge through visual, auditory, and kinesthetic senses while maintaining a focus on phonemic awareness and sound-symbol development, followed by phonics and decoding, and using automaticity to build comprehension.

Figure 2*O-G Instructional Design*

Reading instruction needed to encompass a multisensory approach and use instruction that is direct and explicit. The WRFP is derived from the O-G approach (Stevens et al., 2021). Using the O-G theoretical approach in this study could lead to a deeper understanding of how programs that derive from this framework such as the WRFP can impact reading proficiency.

Similarities and Differences between Direct Instruction and O-G

Direct instruction and O-G are two different approaches to pedagogy; however, they have some similarities. Both approaches are organized and involve using an explicit approach to teaching reading curriculum. Each approach involves teaching sounds and gradually moving into more complex words. Additionally, each pedagogy involves assessing students' prior knowledge to place them in their instructional group. Furthermore, they involve scripted lesson plans (Towell et al., 2021).

One of the primary differences that exist between direct instruction and O-G is based on the conceptual framework that each method derived from. The O-G is based on Orton's theory of reading disabilities and direct instruction's is based upon Englemann's theory of instruction (Towell et al., 2021). Students with learning disabilities can learn if they receive effective instruction, and they will continue to struggle if they do not receive direct instruction.

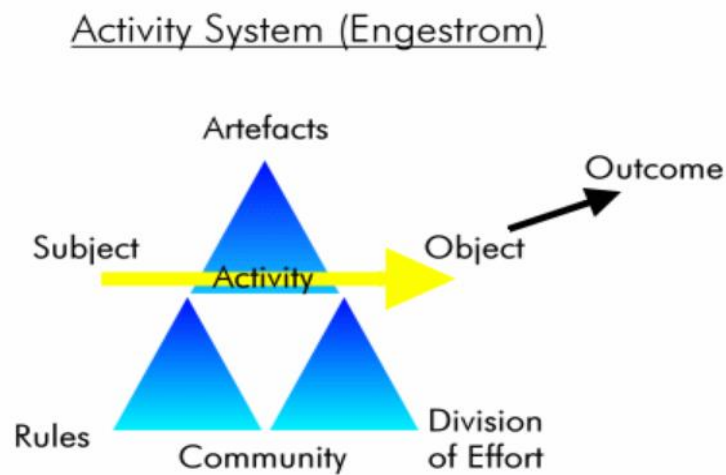
Engestrom's Activity Theory

Engestrom's activity theory is a framework rooted in the works of Russian psychologist Vygotsky. The activity theory emphasizes the relationship between people who perform the action and the action that is being done (Engestrom & Sannino, 2021). The focus of the activity theory is human behavior and how systems are organized to bring about change. Engestrom (1999) said activity theory researchers identify bounded systems to investigate change. One such bounded system is the activity setting (Sannino & Engestrom, 2018). Activity settings allow the researcher to understand how participants are influenced by social context (Kirshner & Whitson, 2021). Tensions can

arise when conditions of the WRFP put the teacher or student in contradictory situations that prevent them from achieving program goals. In some cases, the activity may collapse altogether, and the subject may not be able to attain the object (Engestrom & Sannino, 2021). An active collaborative effort between students and teachers is important to evaluate the outcome of the project or activity (Lin et al., 2019).

Figure 3

Engestrom's Activity Theory



The activity theory involves human practices via a given activity system to identify conceivable complications and contribute instructional practices for reducing or eliminating contradictions (Engestrom & Sannino, 2021). The principal focal point of the activity theory is based on people constructing connotation and comprehension through an assigned activity. The activity theory involves activity as the component of the investigation, where the activity is divided into subject, artifacts/tools, and object. The subject is participants within the study (teachers), the object is the activity (WRFP), and

the artifact/tool is the mediating instrument through which the action is executed (instruction; Kim & Moon, 2018). Engestrom modified Vygotsky and Leontiev's original work with two additional components: the rules component involves circumstances that assist in understanding how and why subjects may respond and are an effect of social change. Division of labor helps distribution of actions and operations within communities of workers (Karanasios et al., 2021). The community component of the activity theory involves developing relationships that exist between the individual and their environment. The relationship that exists between the object and community mediated the rules component of the activity theory (Zielke et al., 2018). Changes occur in people's goals and motives when they experience an activity.

I used the activity theory in this study to examine perspectives of teachers (subjects) as they implement the WRF (artifact/tool) as a way to improve reading proficiency (outcome).

The use of data collection tools such as observations, interviews, and documentary materials has been frequently used in association with studies that have implored the activity theory approach (Karanasios et al., 2021). Wilson has also determined that the utilization of activity theory as a system is comparable to a case study. As a framework, activity theory has been applied to investigate a variety of different experiences in education.

The use of activity theory to inform the conceptual framework was consistent with this study because the theory states that human perceptions and human activity are dependent upon each other in their growth and cannot be thought of as an exterior

condition in which they occur (Engestrom & Sannino, 2021). The activity theory framework has been frequently used to examine experiences in qualitative case studies as a research method, to evaluate human actions (Gerdes et al., 2020). In this study, the educators and the students served as the subjects and educators' perceptions of the program to enhance reading proficiency. Students and educators can engage in purposeful activities producing improved learning. This study provided an exploration of the connection between reading instruction and activity theory.

Frameworks and their Relationship with Direct Instruction

Engelmann's theory of instruction, O-G's approach and Engestrom's activity theory accompany one another to construct the conceptual framework for this study. Engelmann's theory of instruction informs direct instruction. The O-G theory supports the use of direct instruction to enhance reading proficiency among struggling readers. It is also the theory from which the WRFP was developed. In addition, Engestrom's activity theory contributes itself to this study because it examined the relationships that exist between people and the required activity in which they perform.

The theories were relevant to this study because both Engelmann's theory of Instruction and the O-G approach are pedagogies that encompass the idea of direct instruction, which has been used to teach reading instruction said to assist in developing effective reading interventions for students with low reading proficiency. Engestrom's activity theory helped to provide insight into teachers' perceptions on the WRFP and the appropriateness of these curricula for students with low reading proficiency. When these three theories are used to complement one another, they will help to develop and explain

the results as they relate to developing effective reading strategies and interventions (see Table 1).

Table 1

Frameworks and their Relationship with the Study

Theories Relevant to Study	Purpose of Frameworks	Frameworks and their Relationship to the Study
Engelmann's Theory of Instruction	This theory informs direct instruction.	This theoretical framework is relevant to this study because it is the theory in which direct/explicit instruction derives, and direct instruction is the instructional foundation for the WRFP.
Orton-Gillingham Approach	It is commonly known for teaching reading in a direct/explicit sequential and systematic multisensory synthetic phonetic method (Stevens et al., 2021).	Using the O-G theoretical approach in this study will lead to a deeper understanding of how programs that derive from this framework such as the WRFP can impact reading proficiency.
Engstrom's Activity Theory	Activity Theory emphasizes the relationship between the people that perform the action and the action that is being done (Karanasios et al., 2021). The focus of activity theory is on human behavior and how systems are organized to bring about change.	In this study, activity theory will be used as a way to examine the perspectives of the teachers (subjects) as they implement the WRFP (artifacts/tools) as a way to improve reading proficiency (outcome)

Importance of Teaching Struggling Readers

The National Assessment of Educational Progress stated that 61% of eighth graders without disabilities scored below proficient despite the billions of dollars invested by the United States into teaching students to read (Sinclair et al., 2018). Reading proficiency is an essential yet difficult skill for many children to acquire. Children that demonstrate a struggle with obtaining reading proficiency may also be negatively impacted in other aspects of their life and their educational progress in later years (Piasta et al., 2022; Wanzek et al., 2018). School staff throughout the United States struggle in discovering ways to address the reading proficiency level of struggling students (Baye et al., 2019; Lin & Jiar, 2018).

Reading is a fundamental and imperative skill that introduces readers to new knowledge in retrospect to the world around them. Reading increases a person's ability to communicate with others, builds language skills, and enables a reader to reflect and gain a deeper understanding of the world that they live in (Thongwichit & Adcharawan, 2021). Failing to provide appropriate reading interventions to remediate their reading difficulties could endanger struggling readers throughout their lives, which could lead to fewer career choices (Kourea et al., 2018). Due to the important nature and long-term effects that reading proficiency possesses, incorporating an adequate intervention program is imperative.

When students are not equipped with quality reading instruction or appropriate intermediation to address reading concerns promptly, reading deficiencies are likely to occur or increase. Children who do not receive effective reading instruction and

intervention by the end of primary school are unlikely to obtain an average reading proficiency (Wanzek et al., 2018). Additionally, it is crucial to provide early identification of reading difficulties and provide adequate intervention to decrease the gap in reading achievement (Foorman et al., 2018; Stentiford et al., 2018). Early identification of any reading deficiencies and the appropriate instructional tools to address those issues is extremely important. At the same time, it is imperative to provide instruction that addresses issues in reading proficiency.

Research has shown that the gap between a struggling reader's reading proficiency and an average reader's proficiency will continue to grow well into their adulthood if the situation is not remediated by the second grade (Lin & Jiar, 2018). Reading proficiency issues that are left untreated with the early intervention will continue to plague a struggling reader into adulthood. Difficulties in reading if left untreated can cause long-term effects. Kourea et al., (2018) found that frequent and early reading intervention impacted long and short-term reading achievement positively.

As a consequence, and in response to the recent proficiency reading data, researchers and educators have begun to question current instructional practices and programming and their ability to prepare students for the challenges associated with reading proficiency (Cervetti & Wright, 2020). The gap that exists between reading proficiency among average and struggling readers will continue to increase if the issue is not appropriately redressed.

Explicit/Direct Instruction

Explicit/direct instruction is a method that has been documented in literature and research as having a positive impact on reading proficiency. Explicit instructional interventions are highly effective in assisting struggling readers (Lin & Jiar, 2018). Explicit reading instruction has been a tool that has been frequently recommended as a powerful intervention to teaching reading proficiency (Kourea et al., 2018). Based on research from studies conducted on reading interventions and expert panelists, researchers have recommended that explicit and direct instruction be provided to students who are at-risk for reading difficulties in the primary grades (Moats, 2019).

Explicit/direct instruction has been a method that has been used to effectively remediate low reading proficiency. As the teacher engages in the scripted lesson, the lessons become more detailed and utilize ongoing assessments as academic measuring tools (Kolne & Lindsay, 2020). Through scripted lessons, students are guided using a call-and-response approach and continuously assessed to gauge achievement.

Explicit/direct instruction has also had a positive outcome on pre-literacy skills in students as young as 3 to 4 years old. Bedard et al., (2018) evaluated the impact that direct instruction intervention had on movement and pre-literacy skills in a convenience sample of 11 children with a mean age of 45.6 months. The intervention was implemented for 10 weeks with 1- hour weekly sessions. Each child was assessed four times using pre-and post-intervention, weekly follow-ups, and gross motor skills. During each session, gross motor skills and pre-literacy skills were examined. The study indicated that there were substantial effects on gross motor skills, print concepts, and alphabet knowledge.

Concerns about Direct Instruction

Not all researchers and teachers have supported the theory of explicit/ direct instruction. Despite research that indicates explicit/direct instruction has had a positive effect on students as early as 3 to 4 years old, some researchers and teachers have expressed concerns that they have with using direct instruction and have opted to use other approaches to improve reading proficiency. Alternative approaches such as guided reading instruction are being widely used in many of the classrooms in the United States but a gap in the literature exists when comparing the effectiveness of these approaches to one another.

Reading intervention that is early and explicit can decrease the number of students that struggle with reading (Wanzek et al., 2018). Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own (Kourea, et al., 2018). Explicit reading instruction presents students with the opportunity to practice and receive continuous support, feedback, and modeling from their teacher (Wanzek et al., 2018).

Kourea et al. (2018) reduced a list of 24 instructional moves that could be associated with explicit instruction in an elementary classroom to the following seven core moves: (a) direct explanation, (b) modeling, (c) guided practice, (d) independent practice, (e) feedback, (f) discussion, and (g) monitoring. Reading interventions that are timely, explicit, and focused on the five core components of reading can assist with decreasing low reading proficiency. To improve reading achievement, the reading intervention provided must be appropriately matched to the developmental level of the

struggling reader. Reading intervention that is explicit, systematic, intensive, and contains scaffolded activities from English growing five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension as one of the best approaches to improving reading proficiency in struggling readers (Khan, 2018; see also Kosak et al., 2019; Rigney et al., 2020; Sayeski, et al., 2019). Reading intervention that encompasses the five core components of reading and is related to the cognitive level of a struggling reader can improve reading development.

Five Components of Reading

As students continue to struggle with reading proficiently which is evident from the failure of almost 40% of American students, more aggressive efforts have been placed on school districts to train and provide teachers with interventions in reading instruction. Findings from over 60 years of research called for more explicit and systematic instruction in the five components of reading (Goodwin, 2021). The National Institute for Child Health and Development (NICHD) Reading Research Network has increased its research and budget sizes since 1965. The NICHD has examined 22,000 proficient and 26,00 struggling readers using their annual budget of \$60 million. The National Council of Teacher Quality conducted a study to garner what teachers believed prospective teachers were being taught about reading pedagogy. The study randomly selected 72 schools, reviewed 223 reading courses, and evaluated syllabi and 227 reading texts. Four of the 227 texts were deemed acceptable (Nagro et al., 2020). Its research has resulted in an examination of the curriculum that is being used to facilitate reading proficiency and how it is being taught.

In 2000, the National Reading Panel (NRP) brought together a panel of research experts that released their findings on the elements of effective reading instruction. Applying a research-based curriculum and explicitly teaching lessons that incorporate the five components of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension, it is estimated that the failure rate could be reduced (Goodwin, 2021). This study presents the following five concepts because they are components of the WRFP and they have been deemed as intricate elements of reading comprehension. Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the five components of reading that have been identified as key concepts for teaching reading instruction (McFarland et al., 2018; Sezgin & Bilgin, 2021). In the late 1990s, the United States government partnered with the National Institute of Child Health and Human Development (NICHD) to develop an organization that would identify the most effective elements in teaching a child to read (Sezgin & Bilgin, 2021). Additionally, these five core components are widely used to evaluate and guide reading instruction (Herring et al., 2019). Each element lends itself as a method of reading pedagogy and the development of proficient readers.

Phonemic Awareness

Phonemic awareness is the capacity to center and maneuver sounds (phonemes) into spoken words. Phonemic awareness is the acknowledgment that spoken words are a sequence of phonemes (Petscher et al., 2020). As the developmental level of a reader increases, they must understand the relationship that derives between sounds and spoken words (McFarland et al., 2018). Phonemic awareness has been referred to as an indicator

of reading skills (Taylor, 2018). Phonemic awareness constitutes the beginning stage of a reader's development. The WRFP links phonemic awareness to alphabetic principles in this stage the beginning reader emphasizes sound, and they began to understand that those sounds create words.

Phonics

Phonics is the relationship that exists between letters and sounds. It is the systematic instructional practice that links spelling to speech sound (Petscher et al., 2020). Phonics instruction is often confused with phonemic awareness and should be taught explicitly and sequentially. In 2000 the NRP determined that explicit phonics instruction contributed to reading success amongst all socio-economic backgrounds (Goodwin, 2021). In this stage, the reader begins to consider that there is a relationship that coexists between letters and the sounds that they make.

Fluency

Fluency is a component of reading that has been defined as the ability of a student to read with expression as well as comprehend what they have read (Wolters et al., 2022; Zaff & Malone, 2020). The three components that establish a reader as being fluent are accuracy, rate, and prosody (Ceylan & Baydik, 2018). The combination of these three components allows readers to become fluent and develop their comprehension skills (McFarland et al., 2018). When students can read text accurately and with automaticity, they can apply more of a concentrated focus to understanding what they have read. Prosody has become an imperative component of fluency instruction due to the correlation that exists between prosody and silent reading comprehension (Ceylan &

Baydik, 2018). Fluency is a prerequisite to more advanced levels of reading for understanding. In this stage of a reader's development, fluency is a reader's ability to read words with accuracy, at a steady rate, and with oral expression. For this study, fluency is a component of the WRFP.

Assisting students with developing their reading fluency to build literacy skills is important. Fluency has been identified as a critical component of reading instruction that directly correlates to achieving reading comprehension (Paige et al., 2019). Additionally, Common Core State Standards (CCSS) have also identified fluency as a foundational skill that should be mastered in elementary school (Common Core State Standards, 2018). Wolters et al., (2022) conducted a study that acknowledged the importance of fluency intervention on reading achievement. Thirty-seven readers who were experiencing a reading deficit in the 3rd grade were given intensive reading fluency intervention. Each student took part in a 25-session summer reading clinic. The clinic used an intensive fluency program called Fluency Development Lesson. Pre- and post-test data indicated that students who participated in the clinic made significant growth in their overall reading performance (Wolters et al., 2022).

Similarly, Paige et al., (2019) conducted a study using a pre-post design to evaluate building fluency, vocabulary, and comprehension skills within 1,484 second-grade through fifth-grade students. The experimental study used a QuickReads curriculum and analyzed the achievement results using the hierarchical linear growth model. The QuickReads curriculum utilizes science and social studies passages to increase reading fluency, vocabulary, and comprehension. The researchers found that

students that participated in the QuickReads curriculum indicated higher gains in fluency, vocabulary, and comprehension. Both studies showed significant gains in reading skills further supporting the correlation between reading fluency and comprehension. The importance of developing fluency skills to improve reading proficiency has been documented in research and literature.

Vocabulary

Vocabulary instruction correlates with a student's ability to read proficiently. Vocabulary knowledge directly impacts reading comprehension and reading comprehension can also impact a student's vocabulary knowledge (Graham & Eslami, 2020). Recent research determined direct vocabulary instruction assists students with learning and builds their reading comprehension (McFarland et al., 2018). Vocabulary plays a vital role in literacy proficiency and is a strong indicator of a student's ability to read proficiently but little attention has been allotted to vocabulary development (Paige et al., 2019). Students that are proficient in vocabulary can also increase their reading comprehension. Therefore, there is a need for explicit vocabulary instruction (McFarland et al., 2018). In this stage in a reader's proficiency development readers receive explicit instruction on vocabulary terms that assist them in reading comprehension.

The development of vocabulary knowledge has been found in the literature to have a positive correlation to increasing reading comprehension. Students that lack vocabulary skills tend to experience difficulties with reading proficiency (Tortorelli et al., 2021). Additionally, Johnston et al. (2018) said when there is a deficit in vocabulary skills students often struggle with comprehending the information that they have read.

Teaching vocabulary skills is an imperative tool to use to improve reading comprehension, but many teachers struggle with ways to effectively implement vocabulary instruction.

Studies have shown the positive impact that vocabulary has on reading comprehension, but little attention has been paid to evaluating a teacher's knowledge of effective vocabulary instruction. To initiate research on teachers' knowledge of vocabulary, Jayanthi et al., (2018) developed the Teacher Knowledge of Vocabulary Survey (TKVS) in 2015. The survey consisted of 52 questions designed to gain a deeper understanding of teachers' knowledge of vocabulary. In 2018, Logan and Kieffer used the same survey on 50 elementary and middle school teachers at two different locations. The survey showed that two teachers were considered emergent, 34 showed intermediate knowledge, and 14 displayed expert knowledge (Logan & Kieffer, 2018). It is imperative to reading comprehension that teachers initiate vocabulary instruction, but they must also be knowledgeable in effective vocabulary instruction. Interventions that focus on engaging struggling readers with vocabulary instruction can build reading proficiency.

The WRFP embeds vocabulary instruction throughout various components of the program. During the delivery of the WRFP, teachers provide explicit vocabulary instruction. Vocabulary instruction that is provided within the WRFP is explicit and allows students the opportunity to be exposed to structured vocabulary lessons.

Comprehension

The overall goal of reading is comprehension. Reading is a complex skill with a lot of components but of all the components that must be mastered to obtain reading

proficiency, comprehension is the most imperative (Head et al., 2018). The ability to combine new information with prior knowledge and construct understanding from the text (McFarland et al., 2018). Reading comprehension requires the use of a cognitive process to assist with an understanding of the reading process (Talwar et al., 2018). Students who have trouble with other components of reading develop issues with reading comprehension.

A general area of concern for struggling students in late elementary involves an inability to comprehend written text. Many of the struggles that occur with reading comprehension can be attributed to accuracy and fluency (Hudson et al., 2020). Children that struggle with reading comprehension tend to have their comprehension of written text hampered by limited language comprehension skills. Children in this classification display average to above-average general verbal skills but cannot read accurately and fluently (Fletcher et al., 2018). Comprehension skills experience improvement to a more stable level when the word level is remediated.

Another area of concern that impedes comprehension skills for struggling readers is when struggling readers struggle with vocabulary skills. Weak comprehension skills can be linked to accuracy and fluency complications but also general verbal skills, more specifically vocabulary skills (Hudson et al., 2020). The lack of vocabulary skills can be linked with their home environments, more specifically inadequate exposure to rich language learning opportunities (Roessingh & Nordstokke, 2019). Students may continue to struggle even when the issues of word level have been addressed due to a lack of vocabulary and background knowledge. Struggling readers continue to experience issues

with comprehension because they lack efficient comprehension strategies. A deficiency in reading comprehension can be attributed to missed opportunities to acquire comprehension strategies, an inability to read words accurately and explicitly being taught reading comprehension strategies by a teacher (Arias-Gundin & Garcia Llamazares, 2021)

WRFP

The WRFP is a reading intervention program created by Barbara Wilson and based on the O-G philosophy. It uses a multisensory approach using a 12-step process (Wilson Language Training Corporation, 2018). The primary elements of WRFP encompass explicit reading instruction that is focused on the five pillars of reading instruction. Training through Wilson is provided to teachers who implement this program (Ediyanto et al., 2021).

Khan, (2018) determined that a student's reading abilities were increased over time due to their exposure to the WRFP after a study conducted on six schools with 51 students (27 males, 24 females). The study evaluated the extent to which the WRS impacted the reading abilities of students with disabilities using a curriculum-based measurement. The participants received instruction on the WRS from sixteen certified teachers. The duration of implementation was for one year with each lesson being taught for 45 minutes, five days a week. The results indicated that students who were exposed to the WRS experienced significant growth in their reading proficiency (Child et al., 2018).

To determine if the WRFP significantly improved the basic reading and spelling skills of 220 students ranging from grades 3 to 12, Wilson and O'Connor (1995 as cited

in Khan, 2018) conducted a study. The students assessed at least two years below their grade level on the Woodcock Reading Mastery Test. Each student was given two or three, 1 on 1 lesson each week for the entire school year. By the end of the school year, a total of 62 lessons were delivered. Subsets of the Woodcock Reading Mastery test were used to assess student performance. The results of the study indicated significant gains in Word Attack and Passage Comprehension. Word Attach received an improvement of 4.6-grade levels. On average Passage, Comprehension received a gain of 1.6-grade levels. Wilson and O'Connor indicated that despite years of implementing other intervention services many of the students made little to significant gains in reading.

In both studies, the researchers did not compare data to a control group. However, both studies tracked student performance over some time. The WRF is a reading intervention strategy that encompasses the five core components of reading and uses an explicit/direct instructional approach that has been implemented at the McKinnley School as a method to increase reading proficiency.

Teacher Perceptions

Teacher perceptions can be hard to change once they are set but they play a crucial role in defining and implementing educational practices for struggling readers (Lin & Jiar, 2018). Teachers are considered a major component in the implementation of curriculum and thus their perceptions toward the curriculum should be considered (Ocak Karabay, 2019; Jerry & Yunus, 2021). Teachers' perceptions should be considered in positions where a new curriculum is expected to be implemented because the belief system of the teacher can impact the implementation of the instruction (Llerena, 2020).

Understanding teachers' perceptions had a two-fold purpose. Teacher perspectives about reading proficiency may equip administration and teacher coaches with the ability to assist teachers in their understanding and the comprehension of their teaching desires for their students. Secondly, understanding teacher perceptions can also assist with the recognition of professional development and instructional needs (Gardner, 2022). Teachers' perceptions should be considered when implementing the curriculum. Teachers' perceptions of curriculum implementation are an essential component to the success of the program.

Implications

This body of work on understanding primary teachers' perceptions regarding the WRFP will assist in providing knowledge on teacher perceptions toward district-mandated curriculum. It may be necessary for schools or districts to consider teachers' beliefs on the implementation of curriculum and provide opportunities for teachers to receive adequate training before implementation. By considering these factors reading proficiency levels may increase. Based on the study's findings, a professional learning community (PLC) was developed. During the PLC, participants will engage in peer collaboration, modeling, reflection practices and provide feedback to one another on pedagogical practices that they will engage in during WRFP curriculum facilitation.

Summary

The purpose of this qualitative case study was to obtain a deeper understanding of K through third grade teachers' perceptions regarding whether the WRFP helped teachers assist struggling readers to become proficient in reading in elementary grades, acquire

their perceptions regarding strengths and challenges of the direct instruction component of the WRFP, and determine their perceptions regarding whether use of the program has encouraged a shift in instructional practices to better help struggling readers.

In addition, this section includes an analysis of research that addresses concerns in reading proficiency. Readers who struggle with reading proficiency in their earlier years are more likely to struggle academically in their later years (Anderson et al., 2021; Henry, 2020; Ok et al., 2020; Williams, 2019). To address school leaders and district concerns with third graders reading proficiency, the WRFP was implemented on the premise that explicit reading and intervention instruction can often lead to proficient readers (Child et al., 2018; see also Kosak et al., 2019; Neuman & Kaefer, 2018; Sayeski et al., 2019; Sparapani et al., 2018). The effectiveness of any reading program is dependent upon teacher instruction, which correlates with their perceptions of the program (Gardner, 2022; see also Jerry & Yunus, 2021; Kartal, 2018; Lin & Jiar, 2018; Llerena, 2020; Ocak Karabay, 2019; Scales et al., 2018; Yaacob & Pinter, 2019). Effective research-based reading interventions are needed to address concerns involving reading proficiency. Teachers must be a part of the selection and implementation process of reading intervention programs. Reading proficiently is a skill that is essential to academic and lifelong success. When students struggle with reading proficiency, they can face a variety of academic stressors that can last a lifetime. Educators, administrators, and districts struggle with selecting the most appropriate intervention programs to assist struggling readers (Sulu et al., 2021). The absence of an appropriate reading intervention strategy can increase the reading achievement gap. Interventions to remediate reading

proficiency that are immediate and directly instructed have a positive effect (Wanzek et al., 2018). Effective explicit instruction should be teacher-led and encompass the following seven components: (a) direct explanation, (b) modeling, (c) guided practice, (d) independent practice (e) feedback, (f) discussion, and (g) monitoring. Reading interventions that are selected to remediate reading proficiency among struggling readers should create opportunities for educators to explicitly teach phonemic awareness, phonics, fluency, vocabulary, and comprehension (Goodwin, 2021; see also Herring et al., 2019; Khan, 2018; Kosak et al., 2019; Sayeski et al., 2019). Teachers play a vital role in the successful implementation of the curriculum.

Gaining a deeper understanding of beliefs and attitudes involving curriculum can be a predictor of program success. Section 2 includes an overview of research methods that I employed. The research design and rationale, role of the researcher, participant selection, instrumentation, procedures for recruitment, participation, and data collection are explained. Additionally, this section includes details about the data analysis plan and trustworthiness and concludes with a description of ethical procedures that I followed to ensure protection of human participants. In addition, I provide an analysis of research involving concerns in reading proficiency.

Section 2: The Methodology

Research Design and Approach

The purpose of this qualitative case study was to obtain a deeper understanding of K through third grade teachers' perceptions regarding whether the WRFP helped teachers assist struggling readers to become proficient in reading in elementary grades, acquire their perceptions regarding strengths and challenges of the direct instruction component of the WRFP, and determine their perceptions regarding whether use of the program has encouraged a shift in instructional practices to better help struggling readers. By obtaining teachers' perceptions, I hope to determine whether program use has encouraged a shift in instructional practices to better help struggling readers. In the research methods section, the research design and approach are provided and justified. Additionally, I also identify the role of the researcher, population, setting, sampling procedures, and participants. A description of procedures for recruitment, participation, and data collection is outlined in this section as well as identification of data collection instruments. This is followed by a developed data analysis plan.

For this study, I used a single case study qualitative research design. This process permitted me to better understand McKinnley Elementary School's K through third grade teachers' perspectives regarding the WRFP after two or more years of implementation experience. I used interviews, observations, and documents as methods for data collection. Data triangulation entails gathering data through multiple sources of data collection such as interviews, observations and document reviews. Triangulation refers to the use of more than one approach for the investigation of a research question to enhance

confidence in the findings (Kalpokaite & Radivojevic, 2020). Teacher interviews, observations, and documents served as a means for triangulation to answer research questions that guided this study. As a way to determine perceptions of how the WRFP assisted in helping students become proficient readers from K-3 grade teachers at McKinnley Elementary School, I conducted interviews, teacher observations and a review of essential documents.

Interviews were recorded, transcribed, and coded for themes and patterns using open coding. Themes and patterns were categorized into level 1 codes, which were also referred to as initial codes. The open coding system allowed me to develop codes using words of participants and proceed to a level 2 category of codes, where I labeled, categorized, defined, and developed concepts based on common words and phrases.

I conducted classroom observations of K-3 grade teachers at McKinnley Elementary School as they were implementing the curriculum WRFP (see Appendix K). Observations served as an opportunity to determine how and what elements of the curriculum they were implementing. Due to COVID-19 restrictions at the time, I was not permitted to enter classrooms. Participants recorded their lessons and uploaded their recordings to a private Google folder. To address evidence regarding the impact of instructional practices of the WRFP, I conducted a review of essential documents such as lesson plans and assessment data.

The rationale for using a case study design is to gain a deeper understanding of a single person, group, or situation (Yin, 2018). Qualitative research allows the researcher

the opportunity to study various types of people, their life experiences, and perceptions in authentic conditions and environments (Yin, 2018).

Yin (2018) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p. 13). Case studies involve the significant nature of circumstances in which a phenomenon presents itself. The case study approach for this study was consistent with overall purpose of this study. The fundamental components of a case study within qualitative research include the natural setting, participants’ perspectives, and meanings as forms of data. Data were collected and inductively analyzed. In this study, I visited the school where teachers and students were located, observed what they were doing, used essential documents, and conducted interviews.

Other qualitative research approaches, such as grounded theory, ethnography, phenomenology, and narrative approaches were considered but ruled out because the purpose of this study was better achieved using a case study. The grounded research design was deemed inappropriate because the phenomenon of this study was ongoing. Additionally, grounded theory is usually used to build a theory as well as address processes over time (Poucher et al., 2020). The purpose of this study was not to create a theory. The ethnography approach was not chosen because of a longer period of observation so that the researcher who is conducting the observations can become immersed in the lives of those being observed, which is called participant observation. The researcher studies the behavior and language of the observed group (Molina-Azorin & Fretters, 2022). In addition, phenomenological studies were inappropriate because they

are rooted in obtaining information using lived experiences of participants via interviews. Furthermore, narrative study involves individuals illustrating a particular experience through observations and conversations (Poucher et al., 2020). Case studies involve focusing on details that contribute to or lead up to an issue (Molina-Azorin & Fretters, 2022). My decision to use a case study method was based on research questions and purpose of this study.

A quantitative method was inappropriate because I sought to comprehend an ongoing phenomenon. Quantitative methods involve examining the importance of a relationship that exists between variables and existing theories (Molina-Azorin & Fretters, 2022). A mixed methods approach necessitates use of both qualitative and quantitative design to garner information for evaluation (Molina-Azorin & Fretters, 2022). Due to the inclusion of quantitative research methods, a mixed methods approach was not a suitable research method for this study.

Participant Selection

Fifteen teachers from McKinnley Elementary School participated in this study. All participants were teachers who were currently teaching or had taught K through third grade and had experience implementing the WRF. To achieve the purpose of this qualitative case study, a small sample size of 15 teachers. Small sample sizes are allowable because there is no regulation of sample size (Azungah, 2018). The small sample size of 15 teachers allowed me the opportunity to gain in-depth information on K-3rd grade teachers' perceptions regarding whether the WRF was helping teachers to assist struggling readers to become proficient in reading during elementary grades as well

as whether the program encouraged changes in their instructional practices to better help struggling readers. Furthermore, the size of this participant pool can create a large amount of data that could lead to saturation. I used a purposeful sampling method because it was more suitable to use participants who were aware of the WRFP and able to address important information pertaining to the study's guiding questions. Purposeful sampling was the most suitable method for this study because selected participants were teachers who possessed the specific criteria required to be a participant in this study. All participants in this study were K through third grade teachers at the school of study who possessed more than 2 years of teaching and implementation of the WRFP.

Procedures for Gaining Access to Participants and Establishing Researcher-Participant Relationships

Access to participants occurred once permission from Walden University's Institutional Review Board (IRB #10-30-20-0391914) and approval from the district's IRB (#2020-032) was granted. I met with the building administrator to converse about the details of my study. The next step after approval and the meeting was to provide building administration with a copy of the district's letter of permission. I then emailed the principal a letter of request for a list of teachers that met the criteria of the study and then eligible participants were given an invitational letter to be a participant in the study, the letter indicated that participation is strictly voluntary. The invitational email addressed who I am and the purpose of this study. It outlined the data collection process the organization of the interviews, the purpose of the observations, document review and how to upload or grant me access to essential documents.

After teachers responded to the invitational letter, they were invited to a Zoom meeting where I answered any questions or concerns about the study, established consent, and gathered information on when participants would be available for interviews, observations, and retrieval of essential documents. Once participants emailed their letter of consent, I communicated with the participants through Zoom, email, and/or telephone calls and provided participants with a signed copy of the consent form. Interviews were conducted and lasted 45 minutes. All interviews were conducted at a pre-established and convenient time for the participants through Zoom.

I conducted classroom observations with the same teachers that participated in the interviews. To gather data during the classroom observations I used an observation protocol (see Appendix L and see Appendix M). Due to Covid-19 restrictions I was unable to conduct in person observations. Teachers recorded their observed lessons and uploaded their recordings into a privately linked Google Folder. I was able to retrieve the recorded lessons using a secured link associated with the drive. The same 15 teachers uploaded the lesson plans that were associated with the recorded observation lesson and the building administrator gave me access to all essential documents for this study.

To address issues concerning confidentiality, informed consent, and protection from harm I employed ethical procedures, such as contacting all stakeholders orally and by email to invite them to participate in the study, detailed the purpose of the study, established ways to possibly contact the participants, explained the data collection process, explained the analysis and storage methods this study utilized. Additionally, the consent form included information that outlined that participation in the study was strictly

voluntary and participants were informed of their rights to withdraw from the study at any time. Pseudonyms were used to keep the identity of participants and the research site confidential. Member checking procedures were put into place to establish credibility an interview protocol, an observation protocol and a document review was employed to address potential bias. When all pertinent materials such as the consent forms, observation recordings, interview protocol and essential documents were not in use they were stored in a locked cabinet in my office at home or stored in a link protected Google drive. Participants were also asked to review the interview transcripts associated with their participation for accuracy.

The establishment of a participant-researcher relationship can be gained through the increase of the participants' comfort level based on familiarity with the researcher's environment and the researcher. . As a former member of the staff at the school of study and an employee within the district, I was able to gain access to the participants in this study. Following the establishment of consent and the researcher participant relationship, semi-structured interviews, observations, and essential document analysis took place and were used to collect data.

Data Collection

One-on-one semi-structured interviews, recorded classroom observations, and a review of documents with K through 3rd grade teachers who were implementing the WRFP were used to collect data to address questions that guided this study. Using varied forms of data collection assisted in developing a deeper understanding of K through 3rd grade teachers' perceptions on whether WRFP is helping teachers to assist struggling

readers to become proficient in reading in the elementary grades; to acquire K through 3rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRF, and to determine teachers' perceptions on whether the program use has encouraged the teachers' shift in instructional practices to better help struggling readers.

After the establishment of IRB and district approval was granted, I met with the building administrator, emailed a letter of request to the building administrator, and all eligible teachers received an invitation letter through their work email. The emails contained information regarding the study and specified that participation in this study was voluntary and that they could withdraw from the study at any time. Once participants responded to the request to participate in the study, I scheduled a time for us to meet (using Zoom). In the one-on-one introductory meeting, I presented them with the consent form. The consent form included detailed information on the purpose of the study, rights, expectations, and participation requirements. The consent form also detailed information regarding the observational video recording permission and expectations, uploading of documents to a secured google drive, interview details, how they can participate in member checking, follow up expectations and my contact information. Participants were granted 24 to 48 hours to sign and return their consent forms electronically (teachers did not sign their consent forms in my presence). I closed out the meeting with potential participants with answering any questions or concerns that they had.

Once data collection began, the researcher reminded participants of the purpose of the study and reiterated that participation was voluntary. Furthermore, confidentiality and

protection of harm protocols were employed. Pseudonyms, numbers, and letters were used in place of participants real names. Once the interviews, observations and document review were completed, participants were granted the opportunity to read and review all transcripts, observational documents, and documentation protocols within 72 hours of completion. All follow-up activities occurred during a time that was most convenient for the participants using Zoom due to Covid restrictions.

All collected data were stored in a secured Google drive password protected flash drive. The flash drive and all documents pertaining this study are stored in a locked cabinet in my home. The collected data will remain in the protected Google drive and locked cabinet throughout the duration of the study and for additional 5 years after they study has ended.

Interviews

Semi-structured one-on-one interviews were conducted. Each interview was conducted using the same procedures and protocols. I developed an interview protocol to provide organization to each interview. The interview protocol was reviewed by four expert teachers. Each expert has served as an educator from K, 1st, 2nd, and 3rd grade and is not affiliated with the study. These experts field-tested the questions and determined that the questions within the protocol addressed the research questions within the study. The creation of an interview protocol ensured that the interview provided specific and appropriate information that pertained to the questions related to the study (Molina-Azorin & Fretters, 2022). The interview protocol found in Appendix I, I encompassed eight questions that elicited the information that was necessary to appropriately obtain a

deeper understanding of K through 3rd grade teachers' perceptions on whether WRFP was helping teachers to assist struggling readers to become proficient in reading in the elementary grades; to acquire K through 3rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP; and to determine teachers' perceptions on whether the program use has encouraged the teachers' shift in instructional practices to better help struggling readers. The questions were developed based on the frameworks that were selected for this study. The research questions for this study were developed using the theories associated with this study. Both Engelmann's theory of Instruction and the Orton-Gillham approach are pedagogies that were used to develop research questions regarding direct instruction and the development and implementation of WRFP, and Engstrom's activity theory assisted with developing research questions that provided insight into teacher's perceptions on the WRFP and the appropriateness of this curricula for struggling readers by examining the relationship between people who perform and activity and the activity. Each interview lasted for approximately 45 minutes and each participant was interviewed individually. Additionally, participants within the study were allowed to read and revise the transcriptions to provide precision and make corrections. Before each Zoom interview, the participants were provided with the opportunity to provide a time, date for the interview.

Observations

In this case study, I used observational data collected using an observation protocol (see Appendix L) that I created. The first and second part of the observation

protocol was created using adapted elements of the WRFP Observation Checklist ® (Wilson Language Training Corporation, 2018). The WRFP Observation Checklist is used with the curriculum to conduct observations of the implementation of the WRFP (Wilson Language Training Corporation, 2018). Observations can serve to capture empirical information about an instance (Edwards & Steed, 2021). The third part of the observation protocol was developed using elements of a lesson plan checklist that was developed by the school-based administrators (access to this document was granted by the building administrator) and my own concept of impertinent information needed to gather information that primarily addressed RQ2, RQ3 and sub-questions that were developed for this study to address the implementation of WRFP.

Observations allow for the observer to view the phenomenon in their direct environment and have access to the natural environment (Wu & Goff, 2021). Observations serve as way for the for the observer to gain insight into a participants, world and experience data that may not emerge with other forms of data collection. In this case study, I conducted classroom observations using the observational protocol (Appendix L) after participants engaged in an interview. Due to Covid restrictions I was not allowed to participate in the any in person observations. Teachers recorded their lessons and uploaded them to a shared drive. I observed the same 15 teachers that participated in the interviews and were implementing the WRFP curriculum. I used an outsider approach that allowed me the opportunity to make inferences and gain understanding of a teacher and student behaviors (Elias et al., 2021). The observations were conducted at the teacher's scheduled foundational literacy time, and they lasted for

no more than 35 minutes. I wanted to gain firsthand insight on student and teacher behaviors during the delivery of WRFP instruction.

Documents

I collected data from essential documents to effectively triangulate the data in this study. Triangulation of data utilizes multiple and varying types of data sources that allow researchers to compare and cross-check data (Rose & Johnson, 2020). The documents that were used in this study were used to extract data that was pertinent to this study. Using documents as a data collection source is an invaluable part of triangulation and gives a first-person account of an individual's actions, beliefs and experiences (Altaweel et al., 2019). The essential documents that were used included data from teacher created lesson plans, curriculum created lesson plans, teacher assessment data and the school's district level assessment. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment that measures early literacy skills. The building administrators and teachers that participated in this study granted access to the essential documents that were used in this study. These data sources were used to address the research questions the guided this study and to triangulate data gathered during the interviews of the teachers and classroom observations.

Triangulation evidence may be applied in this case study using Yin's four principles of data collection (a) utilizing multiple sources of data, (b) establishing a database for the case study (c) creating and maintaining a chain of evidence, and (d) demonstrating care when utilizing electronic resources (Massaro et al., 2019).

Triangulation of the three data sources related to this study assisted with establishing

validation, credibility, and trustworthiness. The concept that triangulation can be established when data collected during a case study meets the conditions of appropriateness and utilizes varied resources (Grant et al., 2019). The three data sources used in this study assisted with establishing that a sufficient amount of data was collected through the use of multiple data sources and aligned with gathering appropriate data due to their alignment with the research questions that guided this study.

Role of the Researcher

As the researcher, I was the sole interviewer, data collector, organizer, and analyzer of the data for this study. I conducted in-depth interviews and observed classrooms of 15K-3 grade teachers. The role of the researcher in a qualitative study is to serve as the primary investigator (Gregory et al., 2019). As a former employee at the site, I was acquainted with six of the 15 teachers. When I was employed at the research site my roles included being the ELA fifth grade teacher for 5 years and in my last 2 years at the school, I taught second grade all subjects. My duties and responsibilities included planning lessons, leading grade level meetings, and mentoring first-year teachers. During my employment at the school, I did not supervise or evaluate any of the participants in this study. I no longer work at the research site, but I am still currently employed with the same school district. However, my current position does not grant me any authority over the school site or any participants in the study.

My relationship with participants within this study was very researcher and participant focused. I solicited teachers that were either currently teaching WRF or taught it in the past, using these qualifications for participation allowed me the

opportunity collect data in an unbiased manner. As a researcher, I wanted to eliminate any biases that I might bring to the study by accepting participation from teachers I did not know and some that I did know from my previous employment at the school. This allowed the researcher the opportunity to avoid influencing the data collection procedures and findings.

I served as an observer in the collection of data. I conducted one-on-one semi-structured interviews, classroom observations and reviewed essential school-based documents. I used a self-created interview protocol (see Appendix I) during my interview sessions with the teachers. I conducted classroom observations with the same interviewed participants, using an observation protocol (see Appendix L and see Appendix M). To facilitate a review of essential documents I used gathered data that related to this study such as (teacher created lesson plans, Dibels® Assessment data, Foundations Unit Trackers, district and school professional development calendar. Access to these essential documents was granted to me by the building administrator.

I field-tested the interview questions and observation protocol with four experts from grades K,1,2, and 3 to validate that the questions, the observation protocol and document review answered the research questions. All four of the experts have taken on a new position in the district as a literacy coach. Each coach was vetted and interviewed for their position. The district defined the position as a person who would provide their leadership and expertise to teachers and leaders around best research-based literacy practices. Two of the experts attained their Educational Doctorate. Each expert taught in the McKinnley School district for at least 15 years. The experts were not affiliated in any

way with the research. As a former teacher at the school of study, I understood the implementation of instruction within the classrooms. However, my employment never involved me being on the third-grade team or teammates with any of the participants. Additionally, I never served in a supervisory role that involved any of the participants. Participants' decision to participate in the study was addressed by informing them of their rights. Participation within this study was done so voluntarily. Participants were asked to review the responses to the interview questions to conduct member checking, submit a recording of them teaching the WRFPP for the observation and a corresponding lesson plan.

Data Analysis

This study collected and analyzed data from interviews, observations, and documents. The data analysis plan for this study included steps applied by research provided by Merriman. These steps allowed me to prepare, organize, code, transcribe and interpret the data. I transcribed the recorded data from the interviews and recorded classroom observations within 72 hours of the interview and observation. Fifteen teachers participated in the interviews and observations for this study. The interviews occurred at a time that was set by teachers. Teachers that participated in this study. Interviews were held at a time when the teacher indicated that they would be available using Zoom. Teachers received a link to gain access to a copy of the interview protocol that I used during the interviews. To ensure that teachers' identities were anonymous the names and all identifying features were coded using the teacher and number pattern (ex: teacher 1; T1). To initiate coding after conducting the teacher interviews, the common words and

phrases were colored coded (see Appendix K). Three common themes emerged from a review of the transcribed teacher interviews: perceptions of the impact of the program, perceptions of the elements of the instructional practices, and perceptions on the impact of the program. Interviews were recorded and the recordings were uploaded to a protected Google folder.

Data collected during classroom observations occurred after the 15 teachers participated in one-on-one semi-structured interviews and lasted no more than 45 minutes. Due to Covid restrictions, I had to conduct all classroom observations by viewing a recorded lesson. The recorded lesson and corresponding lesson plans were uploaded to a protected Google folder by the observed teacher. I used the observation protocol (see Appendix L) to conduct and gather data during the classroom observations. During the introduction meeting, I informed teachers about classroom observations, I addressed how they would upload the recorded lesson and corresponding lesson plan. I also addressed how I would contact them if I needed to meet for any follow-up activities.

Data gathered using essential documents included teacher created lesson plans, teacher assessment data, DIBELS assessment data, school, and district professional development calendars. The review of essential documents occurred after teachers participated in interviews and observations. These sources were used to offer triangulation to this case study.

Coding

After the data was collected and thoroughly read, open coding was used to establish level 1 coding categories. I developed an open-coded system and marked the

data by hand. Developing a hand-coding system is appropriate when the database is relatively small and the researcher desires to be close to the data (Molina-Azorin & Fretters, 2022). After collecting the data for this study an open coding system was deployed to establish coding categories.

The open coding system that was employed in this study was completed by assigning data based on established patterns. Only a few tentative codes were developed into initial categories of information so that only a selected number of codes were produced. The coding system used open coding which is also referred to as Vivo coding. Vivo coding allows the researcher to use the words of the participants to establish patterns (Elliott, 2018). This approach to coding allowed me the opportunity to use the participant's words to establish patterns and group the patterns into themes that pertain to the participant's perspectives regarding the WRFP. Once the words of the participants were used develop initial codes, I analyzed the observation protocol for those common themes. After completing the data analysis and coding of the observations I began to look at essential documents to assist in the triangulation of this study.

Evidence of Quality

I employed a variety of strategies to confirm a reliable examination of procedures. Multiple strategies allow the researcher the ability to determine, assess and convince readers of the accuracy of the findings (Molina-Azorin & Fretters, 2022; Yin, 2018). After the data was analyzed, each data set was rechecked. The codes were used to clarify and assure accuracy. A triangulation strategy was used to establish validity (Molina-Azorin & Fretters, 2022). Triangulation assisted me in establishing a more connected

rationalization of themes. A final step to assure validity and check for discrepancies was to allow another colleague to conduct a peer review of the data only, to assess for plausibility (Molina-Azorin & Fretters, 2022). A colleague's perspective was used to determine the accuracy of the established themes and findings.

Utilizing a member checking process also addressed discrepancies that occurred during the data collection for the semi-structured interviews. Transcription of each interview occurred within 72 hours of the interview. Each participant was given a copy of the transcripts. Each participant was allowed to review and check the transcripts for accuracy. Allowing the participants to review their responses address discrepancies that may have occurred.

Credibility

To determine credibility, I analyzed data and developed themes. Molina-Azorin and Fretters, (2022) suggest that the researcher use techniques such as member checking, triangulation, and researcher bias clarification. In this study, credibility measures were taken by stating and addressing the researcher's biases. Further, credibility measures were taken during the use of triangulation of several sources. I used triangulation of the one-on-one interviews. Member checking was another credibility measure that was taken during this study. During member checking the participants were allowed to review transcripts from the interviews to provide accuracy in information. The transcriptions were individually emailed to the participants.

Transferability

The use of rich detailed description strategies provided transferability in this study. Transferability was a strategy that was employed in this study to establish trustworthiness. Transferability has been referred to as a lesson learned. The lesson learned idea derived from the notion that the number of supporting sources allows for more rigorous evidence (Pope, 2020). By using description strategies, it allowed a direct description of the participants, setting, and findings within the study.

Dependability

Dependability within this study was achieved by the researcher transcribing data verbatim. Yin (2018) describes dependability as the reliability of multiple instruments to produce results. Dependability has been used by researchers to establish that the findings are constant and can be reproduced (Lowe et al., 2018). An interview (see Appendix I) and observation (see Appendix L and Appendix M) protocol was used, and the researcher acknowledged potential bias.

Confirmability

In this study, I established confirmability by providing biases, experiences and/or prejudices. Confirmability is the same as objectivity (Azungah, 2018). As a past second-grade teacher that implemented the WRFPP, I was careful not to allow my personal experience to interfere with data collection and analysis. To reduce the opportunity for potential bias, I recorded all interviews and observations and allowed the participants to review the transcriptions and observation protocols once I completed them.

Ethical Procedures

The district in which this study was completed required an application that grants permission to perform a study internally. Additionally, Walden University also required IRB approval (IRB #10-30-20-0391914) before conducting a research project. The guidelines that were outlined by the district's IRB (#2020-032) and Walden University's IRB were followed during the duration of this study to protect the use of human subjects. Necessary steps to ensure the privacy and full protection of the participants were taken. After receiving (IRB approval from Walden University and the district's IRB a protocol of informed consent was followed. This included contacting potential participants by email to invite them to participate in the study, detailing the purpose of the study, establishing ways to possibly contact the participants, explaining the data collection process, and explaining the analysis and storage methods of that study. Additionally, the consent form included information that outlined that participation in the study was strictly voluntary and participants were informed of their rights to withdraw from the study at any time.

During the implementation of this study, pseudonyms were used for participants' names, the school, and the district; every effort was made to secure confidentiality. Responses to the interviews were not identified by name or by any personal information directly related to the participants, the school of study or district and all collected data was locked in a file cabinet located in my office. Participants were also granted the ability to review and verify all transcriptions during the collection of data. In the informed

consent, participants were informed that participation in the study would have no positive or negative impact on their employment.

Data Analysis

After interviews were conducted, data were gathered and analyzed using transcripts from interviews. I examined transcripts to thoroughly develop emerging themes. The process for analyzing qualitative research data indicates that the researcher must record, analyze, and align themes from the research to the research questions (Molina-Azorin & Fretters, 2022). Participants were made aware that their responses to the interview questions would be kept confidential and anonymous.

Observational data was also collected from the same 15 interviewed teachers. During this time in-person classroom observations were not permitted due to Covid restrictions but teachers at the study site were required to submit daily recordings of their instruction and classroom environment. These recordings were then uploaded to a schoolwide google drive that was accessible to the principal and classroom teacher. I obtained permission to access these recordings from the teachers and the principal at the research site.

Teachers that participated in interviews for this study received a letter that informed them that they needed to submit or allow me access to a previously recorded lesson to conduct a classroom observation. In the letter they were informed that the observation would focus on their implementation of the WRFPP. All the participants consented to submit a previously recorded lesson and the corresponding lesson plan, with the understanding that the observed lesson and lesson plan would be used to retrieve

observational data for this case study as way to obtain triangulation. Each observation was conducted using the Wilson's Reading Foundations Implementation Checklist that was outlined by the Wilson's Reading Program (Wilson Language Training Corporation, 2018) The checklist was a document that was designed and provided by WRFP to identify instructional supports and assist with the implementation of best practices during curriculum implementation (Wilson Language Training Corporation, 2018).

Data gathered from documents was obtained teacher submitted lesson plans, professional development agendas, PowerPoints and activities that were employed at the site location and uploaded to an archive in the school's network. The principal at the research site granted me access to the archives that were on the school's network.

Coding and Classifying Data

After analyzing the interview transcripts, I used an open coding method to categorize data into understandable chunks. In this study, the information gathered from the transcripts allowed me the opportunity to systematically arrange the data based on the patterns gathered in the interview information (Covelli & Mason, 2018; Elliott, 2018; Honing & Rainey, 2019; Yin, 2018). Keeping the study's purpose in mind, I hand-coded the data using the textual evidence from the transcripts. As I reviewed the transcripts, I recorded my notes in the margins and circled or highlighted common words, patterns, or phrases. Using Vivo Coding I developed first-level coding categories based on the words of the participants (Covelli & Mason, 2018; see also Elliot, 2018; Molina-Azorin & Fretters, 2022). The analysis of the transcripts revealed categories that were related to teachers' perceptions and practices while implementing the WRFP. During the analysis, I

divided the data into two categories. The first-level coding categories were developed using teacher statements.

The second-coding categories were associated with the teachers' perceptions and their instructional practices during the implementation of the WRFP. All the information gathered during the analysis was used to answer and support the research questions by providing participants' perspectives. I organized my data into a table using Microsoft Word (see Appendix J). This approach to coding allowed me the opportunity to use the participants' words to establish patterns and group the patterns into themes that pertain to participants' perspectives regarding the WRFP.

Accuracy and Credibility

This project study generated a focus that examined the experiences, perceptions, and instructional practices of teachers that implemented the WRFP. Data collected during this project study was derived from semi-structured interviews, observations, and an analysis of essential documents. Credible qualitative research involves strategies such as member checking to seek feedback from participants that have been interviewed (Azungah, 2018; Gaus, 2019). The data collected from the semi-structured interviews, classroom observations, and documents have a direct correlation to the purpose of this study because the interview questions, observation protocol and the analysis of documents were developed from the research questions, and they parallel to the purpose of the study.

To review the themes generated from the interviews for accuracy and trustworthiness, I used a member checking system. I provided participants with

paragraphs that contained common themes that were developed based on the information from the interviews. Each paragraph included a definition of the theme and an interpretation of some of the data generated from the interviews. To maintain confidentiality, I only used general experiences. Using this method allowed participants the opportunity to reflect on their own perceptions and experiences.

Discrepant Cases

I carefully examined the interview transcripts of all participants for contradictory information that may have emerged. For researchers to develop an understanding of participant perspectives, they should purposely search for data that challenges their expectations (Azungah, 2018; Gaus, 2019). Identifying and addressing discrepancies is important to a researcher because it could have an adverse effect on the findings within the project study (Natow, 2020; Rose & Johnson, 2020). The information generated from this study did not qualify as discrepant data. Any discrepant cases in this study that provided discrepant data would have been reported.

Limitations

This case study was limited to the perceptions of 15 teachers at one elementary school in Baltimore, Maryland. The small sample size of teachers within this case study is not representative of a broader scope or generalizable population of teachers. However, the small, sampled population within this study could still serve as useful research for future studies. This study was also bound by the time in which the study was performed. At the time of data collection educators and schools across the world were being impacted by Covid-19, which effected the way in which data collection for this study had

to be performed. Due to Covid-19 restrictions all interviews were conducted using Zoom and in-person observations could not take place, instead the participating teachers recorded their lessons and uploaded the recordings to a drive.

Data Analysis Results

Data for this case study were gathered from interviews, observations, and documents for triangulation. Fifteen K-3 reading teachers participated in the interview process for this study. All interviewed participants met the qualifications for participation in this study, accepted an invitation for participation and signed a consent form before engaging in any elements of this study.

To ensure that participation in this study was confidential, unidentifiable, and anonymous, all identifiable information was replaced with a letter and number that corresponds with the participant. All meetings, interactions and interviews with participants were conducted via Zoom due to Covid-19 restrictions. Interviews were held with each participant at a time that was most convenient for the participant. Each participant received a copy of the interview questions at the start of the interview as a way for them to follow along with my questioning during the interview.

Following the collection of data through semi-structured interview protocol (See Appendix I) within 72 hours the interviews were transcribed (See Appendix J) the transcriptions were then coded using an open-coded system, a table was created using Microsoft word. The common words, patterns, and phrases were color coded (See Appendix K). Upon examination of the open-coded data, themes emerged that focused on the words of the participants. All information related to the interviews were stored in a

locked cabinet and a password protected digital folder on my computer. At the end of each interview participants were provided with a password-protected link to upload their classroom observation and corresponding lesson plan. Once the themes were established using the common, words and phrases of the participants during their interviews I used the observation protocol and completed classroom observations.

I collected classroom observational data from the same fifteen interviewed participants using the observation protocol (see Appendix L and Appendix M). The teachers that participated in this study were made aware of the observational protocol that was used to conduct the observation through the meeting and signed consent forms. Teachers also uploaded the corresponding lesson plans so that I could also use the lesson plan during the document review of this study. I did not have to perform any follow-up discussions, but all participants agreed to be available for any follow-up activities regarding the observations. All observation materials were kept in a locked file cabinet or in a password-protected digital folder on my computer.

Patterns, Relationships, and Themes as Findings from Interviews, Observations, and Documents

The purpose of this qualitative case study was threefold: to obtain a deeper understanding of K through 3rd grade teachers' perceptions on whether WRFPP was helping teachers to assist struggling readers to become proficient in reading in the elementary grades; to acquire K through 3rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFPP; and to determine teachers' perceptions on whether the use of the program has encouraged the teachers'

shift in instructional practices to better help struggling readers. The focus of the interview questions was to gain information on teachers' perceptions regarding the impact of the WRFP, perceptions of the instructional components of the WRFP, and their perceptions of the WRFP's impact on their instructional practice. Patterns, relationships, and themes were established from the words of the participants during their individual interviews (see Tables 2-4). After collecting and coding data from teacher interviews, three major themes were identified. These findings were important during the triangulation process and were used to assist in validating findings that were later associated with data found during classroom observations (see Appendix L and Appendix M) and document data (see Table 5).

Theme 1: Perceptions on the Impact of the Program

Data collected from the interviews reported findings that most of the participants believed the WRFP had a positive impact on assisting them with developing struggling readers toward proficiency. The teachers in this study addressed the impact that the WRFP had on struggling readers. Fourteen of the 15 teachers indicated that the WRFP had a positive impact on struggling readers.

T2 stated, "In K last growth year I had a group of like five or six that came on a level B of TRC like being able to read simple sentences and doing that story time pieces allowed them to get a double dose of reading skills. We saw tremendous growth." T1 said, "The WRFP is a fun curriculum that teaches phonics." During observations, three of the 15 observed lessons included a component of the curriculum titled "Make it Fun". The Make it Fun activity is an activity that the WRFP designed to reinforce and review

curriculum concepts in an engaging way (Wilson Language Training Corporation, 2018). During the observations students can be seen actively participating in the lesson activities and enthusiastic about answering questions. During the observations of T3, T6, T7, T9, T10, T11, T14 and T15 students seemed extremely excited whenever their teachers used the Baby Echo Owl to get student participation. Baby Echo is a lovable finger puppet used with the WRFP that is used to solicit student responses and initiate student participation during the delivery of curriculum (Wilson Language Training Corporation, 2018). T5 said “it is highly effective with helping struggling readers become more proficient.” Two of the teachers that participated in this study had WRFP unit assessments that demonstrated that the class average was 80%. The school-site has indicated that if the class doesn’t score 80% or higher on their unit assessment then the teacher must reteach the trouble spot areas and retest those lesson concept areas before moving on to the next unit.

Many of the teachers stated that they had some success with the use of the program but 10 of the 15 teachers referred to inability to get their students to pass the unit assessments with an 80% or better as a struggle that did not assist them with helping their struggling readers. T12 indicated that, “Many of my students struggled with the Marking Up strategy during the assessment”. T13 indicated, that “During the assessments my students struggled with the spelling of Trick Words”. Four out of 15 teachers were able to perform reteach and reassessment lessons. A document review of the unit trackers that teachers had to submit demonstrated that teachers are moving along with the curriculum, but students are struggling with foundational literacy skills. T1 stated that, “Foundations

does not incorporate comprehension skills to build proficient readers. This program teaches how to read but does not incorporate the understanding piece”. Interview question 1 collected data that directly relates to RQ1.

Theme 2: Perceptions of Elements of Instructional Practices

Data addressing RQ2 were addressed using questions 2, 3, 4, 5, and 6 of the interview protocol. All participants indicated that most of the components of the WRF provided some strengths in assisting struggling readers. Six of the 15 teachers (T1, T4, T6, T7, T11 and T13) that participated in the study referenced the phonics component of this program as an area of strength. T13 stated that, “The phonics portion of this program was really helpful in helping my struggling readers. My struggling readers were able to recognize their letters and associate the letters to a sound and they used those skills to assist them with blending and reading words. It was an amazing feeling watching my students grow into readers utilizing the strategies from the program”.

During the interview T5 stated that, “My students definitely showed progress in the area of phonemic awareness, during my daily reading lessons you could see my students using some of the activities to assist them when they came across difficult decodable words”.

T14 stated that “I loved the fact that my students learned real vocabulary words that served more than one purpose such as exposure to grade level vocabulary and I also found that the use of their vocabulary journals to organize their work”. T15 also mentioned the use of student journals to record their vocabulary words as a “great way to introduce and record vocabulary words”. During T13’s interview she indicated that,

“activities such as Sky Writing supported vocabulary instruction in a fun and creative way, but my students still needed a little more exposure to their trick words as way to practice their trick words which were really sight words”.

T8 stated that, “As my students’ data began to improve during their LNF activities I saw their NWF data increase because they were able to blend more fluently due to the blending techniques in the program”. Two teachers indicated that the comprehension component was an area of weakness.

T7 indicated that “The WRFPP helps with learning how to read but the downside is that it does not assist with comprehension.” During the classroom observation of T2, T3, T7 I observed teachers working with an additional resource to facilitate comprehension instruction. Looking at the lesson plans documents of T2, T3 and T7, teachers indicated that they would be using an additional resource that they received from their core reading program to practice fluency and isolated comprehension skills.

T11 stated, “The WRFPP is helpful with building foundational skills in areas such as phonics, but it leaves little to no assistance with developing reading comprehension”. T11 stated, “I remember comparing my students Letter Naming Fluency data at the beginning of last year to their end of the year data and seeing that after implementing Foundations for the entire school year their class data for students scoring two or more grade levels below decreased by 12%.” 48% of students who scored 2 or more grade levels below in LNF decreased to 30% after implementation of WRFPP

A review of the school’s Dibels® assessment data demonstrated that their student’s scoring two or more grade levels below in LNF decreased by 12% between the

beginning of the year to the middle of the year. Letter Naming Fluency (LNF) is an assessment that individually administered to grades K-1 during the Dibels® standardized assessment (Dibels, 2022). A review of the Dibels® assessment data and the WRFP tracker data demonstrates that on the Dibel's® Assessments students are making progress on their foundational data but many of the students are still struggling with foundational literacy skills that they are being taught and assessed during the unit assessments.

Theme 3: Perceptions of the Impact of the Program on their Practice

Fifteen teachers expressed how overwhelming planning was for the WRFP due to a lack of training on the program. Two of the 15 teachers indicated that they had not received training at all due to the time in which they entered the district. T8 indicated that “Planning for the daily instructional activities of the WRFP has been extremely overwhelming because I had to essentially train myself on the activities and curriculum”. T9 stated, “I entered in the district and at the time no training was being offered on the implementation of the WRFP, so I have been reading over the materials and developing my own version of the lessons.”

A review of the lesson plan documents showed that teachers were not following the curriculum with fidelity. 86% of the reviewed lessons plans that corresponded with the observed lessons were planned using lesson plan templates that individual teachers designed and not the lesson plan documents that were included in WRFP curriculum. T3 indicated that, “I had training that was provided by the district, but the training started at unit number 7, and this was my first introduction into the WRFP.”

All 15 teachers indicated that they would benefit greatly from receiving training on the WRF and instructional activities. A review of both the professional development calendar and district professional development documents revealed that one professional development that focused on the implementation of the WRF was offered virtually and was labeled as optional. At the time of this professional development teachers were allowed to self-select the professional development that they wanted to attend and all the teachers that participated in this study were responsible for teaching and developing in their other content areas, so they attended other professional developments at that time. None of the teachers that participated in the study had attended the one virtual professional development that was offered by the district.

Table 2*Theme 1: Research Questions and Participants' Quotes*

Themes	Research questions	Participants quotes
Theme 1: Perceptions on the impact of the program	<p>1. RQ1 What are K through 3rd grade teachers' perceptions (people performing the action) on the degree to which WRFP (the action being performed) is helping teachers to assist struggling readers to become proficient in reading in the elementary grades?</p> <p>Questions related to RQ1 from the interview protocol:</p> <p>2). What are your thoughts about the WRFP assisting teachers on helping struggling readers?</p> <p>a. Give an example of how WRFP assisted you with helping struggling readers become proficient in reading in the elementary grades?</p> <p>b. Give an example of how WRFP did not assist you with helping struggling readers become proficient in reading in the elementary grades?</p>	<p>During the interviews, 14 of the 15 teachers indicated that the WRFP had a positive impact on struggling readers.</p> <p>T1- communicated that, "The WRFP is a fun curriculum that teaches phonics." Teacher T5 responded with "it is highly effective with helping struggling readers become more proficient." T11-stated, "I remember comparing my students Letter Naming Fluency data at the beginning of last year to their end of the year data and seeing that after implementing Foundations for the entire school year their class data for students scoring two or more grade levels below decreased by 12%." T2 stated, "In K last growth year I had a group of like 5 or 6 that came on a level B of TRC like being able to read simple sentences and doing that story time pieces allowed them to get a double dose of reading skills. We saw tremendous growth."</p>

Themes	Research questions	Participants quotes
		<p>T1 stated that, “Foundations does not incorporate comprehension skills to build proficient readers. This program teaches how to read but does not incorporate the understanding piece.” Ten of the 15 teachers referred to inability to get their students to pass the unit assessments with an 80% or better as a struggle that did not assist them with helping their struggling readers. T12 indicated that, “Many of my students struggled with the Marking Up strategy during the assessment”. T13, indicated that “During the assessments my students struggled with the spelling of Trick Words”.</p>

Once interviews were conducted, participants’ words were examined for commonalities and then reexamined for themes. Table 2 identifies the participants’ interview responses to RQ1, what are K through 3rd grade teachers’ perceptions (people performing the action) on the degree to which WRF (the action being performed) is helping teachers to assist struggling readers to become proficient in reading in the elementary grades? Table 2 also illustrates participants’ responses to interview protocol questions that assisted in the development of the perceptions on the impact of the program (Theme 1).

There were two interview protocol questions that garnered participants perception on impact of the program. The first interview protocol question asked participants to “give an example of how WRF assisted you with helping struggling readers become

proficient in reading in the elementary grades?” Another interview protocol question that facilitated the development of the perceptions of the impact that the WRFP program asked participants to “Give an example of how WRFP did not assist you with helping struggling readers become proficient in reading in the elementary grades?” and to “Give an example of how WRFP did not assist you with helping struggling readers become proficient in reading in the elementary grades?”. Table 2 gives an overview of the relationship between the research questions, interview protocol questions and the participants words that were associated with the development of perceptions on the impact of the program (Theme 1).

Table 3

Theme 2: Research Questions and Participants' Quotes

Themes	Research questions	Participants quotes
Theme 2: Perceptions on the elements of the instructional practices	<p>2. RQ2 What are K through 3rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?</p> <p>Questions related to RQ2 from the Interview Protocol Questions:</p> <p>2). How would you describe the strengths and challenges of each of the following components of the WRFP:</p> <p>a. phonics</p>	<p>All the participants indicated that most of the components of the WRFP provided some strengths in assisting struggling readers.</p> <p>T1, T4, T6, T7, T11 and T13 referenced the phonics component of this program as an area of strength. T13 stated that, “The phonics portion of this program was really helpful in helping my struggling readers. My struggling</p>

Themes	Research questions	Participants quotes
	<ul style="list-style-type: none"> b. phonemic awareness c. vocabulary development d. fluency e. reading comprehension 	<p>readers were able to recognize their letters and associate the letters to a sound and they used those skills to assist them with blending and reading words. It was an amazing feeling watching my students grow into readers utilizing the strategies from the program". During the interview T5 stated that, "My students definitely showed progress in the area of phonemic awareness, during my daily reading lessons you could see my students using some of the activities to assist them when they came across difficult word. T14 stated that "I loved the fact that my students learned real vocabulary words that served more than one purpose such as exposure to grade level vocabulary and I also found that the use of their vocabulary journals to organize their work". T15 also mentioned the use of student journals to record their vocabulary words as a "great way to introduce and record vocabulary words". During T13's interview she indicated that, "activities such as Sky Writing supported vocabulary instruction in a fun and creative way, but my students still needed a little more exposure to their trick words as way to practice their trick words which were really sight words". 5 out of 15 teachers indicated an increase in Letter Naming Fluency (LNF) and Nonsense Word Fluency T8 stated that, "As my students' data began to improve during their LNF activities I saw their NWF data increase because they were able to blend</p>

Themes	Research questions	Participants quotes
		<p>more fluently due to the blending techniques in the program”. Two teachers indicated that the comprehension component was an area of weakness. T7 indicated that “The WRFP helps with learning how to read but the downside is that it does not assist with comprehension.” T11 stated, “The WRFP is helpful with building foundational skills in areas such as phonics, but it leaves little to no assistance with developing reading comprehension.” T11 stated, “I remember comparing my students Letter Naming Fluency data at the beginning of last year to their end of the year data and seeing that after implementing Foundations for the entire school year their class data on students two or more grade levels decreased by 12%”</p>
	<p>3). Describe how you plan for the direct instruction component of the WRFP in your classroom?</p>	<p>All fifteen teachers expressed how overwhelming planning was for the WRFP. T8 stated, “During lesson planning I use my own teacher created template and I usually highlight the key components of the lesson for that day using the teacher’s manual”.</p>
	<p>4). How does implementing the WRFP help or hinder the outcomes that you desire for student achievement?</p>	<p>T13 indicated that “during a data cycle I noticed that there was an alignment issue for the introduction of Trick words for Kindergarten. The program had me introducing Trick words at a time that my</p>

Themes	Research questions	Participants quotes
		students were being assessed by the district and they needed to know 5 sight words at the time, but the curriculum didn't introduce Trick Words until later. As a result, my students were behind".
	5). What would you describe as pros and cons of the WRFP? What would you identify as the strengths and weaknesses of the WRFP?	T1 stated, " I have indicated how fun and engaging the program can be however I did notice that at times the fun can be cut short because I am trying to stick to the guidelines of instruction.
	6). What challenges did you experience in implementing the WRFP? What factors do you need to have to be successful in implementing the WRFP.	Planning, pacing and teaching with fidelity were challenges that 30% of the teachers indicated as challenges that they experienced during implementation of the curriculum. All 15 teachers indicated that lack of training was a profound challenge that they encountered during implementation of the curriculum and that training would be a factor that would assist them with successful implementation of the curriculum.

Upon the completion of the semi-structured interviews the transcripts were examined for common words and phrases. The common responses were examined and used to generate theme 2: Perceptions on the Elements of the Instructional Practices.

Table 3 illustrates the connection between RQ2, what are K through 3rd grade teachers'

perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?. Table 3 also demonstrates the connection that was established between participants responses to two interview protocol questions, how would you describe the strengths and challenges of each of the following components of the WRFP: phonics, phonemic awareness, vocabulary development, fluency and reading comprehension

The second interview protocol question that Table 3 displays that assisted with the development of the second theme for this study was about examples of how the WRFP did not assist them with helping struggling readers become proficient in reading in the elementary grades.

Table 4*Theme 3: Research Questions and Participants' Quotes*

Themes	Research questions	Participants quotes
Theme 3: Perceptions on the impact of the program on their practice	<p>3. RQ3 What are K through 3rd grade teachers' perceptions (people performing the action) on how WRFP implementation (the action that is being performed) contributes to changes in instructional practices to better help struggling readers?</p> <p>Questions related to RQ3 from the Interview Protocol Questions:</p> <p>7). What was the greatest impact that, the WRFP had on your teaching practices?</p>	<p>T8 indicated that "Planning for the daily instructional activities of the WRFP has been extremely overwhelming because I had to essentially train myself on the activities and curriculum". T9 stated that, "I entered in the district and at the time no training was being offered on the implementation of the WRFP so I have been reading over the materials and developing my own version of the lessons." T3 indicated that, "I had training that was provided by the district, but the training started at unit number 7 and this was my first introduction into the WRFP."</p> <p>T1, T2, T6 indicated that, teaching WRFP has been fun and engaging which has changed or impacted the way they approach</p>

Themes	Research questions	Participants quotes
	8). How has your instructional practices in assisting struggling readers shifted since implementing the WRFP?	<p>teaching phonics instruction. T14 stated that, “I use to be somewhat intimidated with teaching foundational literacy but the use of the Foundations program has really developed my confidence, but the lack of training continues to be an area of concern during implementation. T11 stated that, “Seeing the impact that this curriculum has had on my struggling readers, more specifically in the area of phonics has definitely caused me to reevaluate how I plan and implement phonics instruction”.</p> <p>T7 utilizing this program had equipped me with knowledge about how the brain processes reading and I have gained a deeper understand of the importance of internalizing my curriculum so that I can really implement the curriculum with the correct intentions.”</p>

Table 4 illustrates participants’ interview responses to RQ3 and theme 3. Table 4 also illustrates the connection that participants’ responses had to two interview protocol questions and theme 3.

Table 5*Themes, Research Questions, and Essential Documents*

Themes	Research questions	Essential Documents
Theme 1: Perceptions on the Impact of the Program	4. RQ1:What are K through 3 rd grade teachers' perceptions (people performing the action) on the degree to which WRFPP (the action being performed) is helping teachers to assist struggling readers to become proficient in reading in the elementary grades?	Lesson Plans Dibels®Data Fundations Unit Assessments
Theme 2: Perceptions on the Elements of the Instructional Practices	5. RQ2:What are K through 3 rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFPP as it has been implemented in schools?	Lesson plans Dibels® BOY Data
Theme 3: Perceptions on the Impact of the Program on their Practice	6. RQ3:What are K through 3 rd grade teachers' perceptions (people performing the action) on how WRFPP implementation (the action that is being performed) contributes to changes in instructional practices to better help struggling readers?	District Professional Development calendar School based professional development calendar Lesson Plans

Table 5 identifies the essential documents that were used during the data collection process of this study and the connection that these documents had with the research questions and themes for this study.

Discrepant Cases and Evidence of Quality

During the conclusion of this study there were no discrepant cases. This study used a qualitative approach to collecting and analyzing data. Ishtiaq (2019) suggested that researchers use an approach that is considered bottom-up during the collection and analysis of data. Therefore, the beginning step for data collection was to collect data that was extracted from interviews using an interview protocol (see Appendix I).

After the interview data was collected and gathered the data was hand coded (see Table 2). To establish validity, I used a variety of resources such as interviews, observations and documents. Once interviews were completed and transcribed, I allowed for participants to check their transcripts to verify accuracy. Once each transcript was verified, they were stored on a password protected Google Drive. When observations were conducted, I used an observation protocol (see Appendix M) and the observations protocols were stored on a password protected Google Drive. To assure confidentiality I assigned pseudonyms to identifying information.

To establish triangulation, I used interviews, observations, and essential documents. To support the quality of study in this project I included evidence from the transcripts (see Appendix J), observation protocol and document analysis. Triangulation is a familiar method that promotes validity (Sáez & Cortés, 2021). Utilizing the three data sources served a way to cross check the various forms of collected data.

The purpose of this qualitative case study was to obtain a deeper understanding of K through third grade teachers' perceptions regarding whether the WRFPP helped teachers assist struggling readers to become proficient in reading in elementary grades, acquire

their perceptions regarding strengths and challenges of the direct instruction component of the WRFP, and determine their perceptions regarding whether use of the program has encouraged a shift in instructional practices to better help struggling readers Overall, findings from the study included three major themes that addressed perceptions of the impact of the program, elements of instructional practices, and impact of the program on their practice. Findings from the study also led to the development of a 3-day PLC.

Interpretation of the Findings

Perceptions of the Impact of the Program

Results from the data collected during this study indicated that teachers perceived the O-G multisensory approach used in the WRFP as an effective style for teaching struggling readers however students still struggled with passing foundational assessments and teachers struggled with the implementation of elements of the program such as reteaches. Perceptions of the impact of the program was a theme that emerged when data was collected during interviews, observations and a document review that addressed RQ1.

Results from the interviews were that 14 out of the 15 interviewed teachers found the WRFP to have a positive impact on struggling readers. During observations students and teachers seemed to be engaged, enthusiastic and excited about some of the activities and materials that were used during instruction. Thorpe and Borden (1985; as cited in Lozy et al., 2020) found the use of a multisensory program during literacy instruction assisted in creating a positive learning experience amongst readers due to the programs ability to increase student attention on a task. O-G's multisensory approach is widely

used to teach foundational literacy skills (Stevens et al., 2021). The WRFP was a program that was designed using O-G's multisensory approach to learning which was a conceptual framework that was used in this study.

Results associated with the review that was conducted on documents indicated a different impact than those initially perceived by teachers during interviews and observations. During the data review, unit assessment trackers indicated that only two out of 15 participants demonstrated that their classes was able to obtain the required 80% before moving on in the curriculum. The document review results also indicated that teachers continued to move through the curriculum and only four out of 15 teachers were able to reteach and reassess their students.

The interpretation of the findings from the responses to RQ1, aligned with the O-G's conceptual framework which was connected to this study because of O-G's multisensory design that was used to develop the WRFP. The multisensory approach that was used in the development of the WRFP has been used by researchers as an effective way to assist struggling readers because multisensory teaching allows the learning to obtain reading knowledge through multiple senses (Boardman, 2020). Results revealed that the WRFP had a positive impact on the learning associated with students who struggle with early literacy foundational skills because of the multisensory activities that students engage in during the lessons, but teachers still need training on the multisensory activities and other aspects of the program.

Perceptions of Elements of Instructional Practices

Results from data collected during this study indicated that teachers perceived the direct instructional elements of the WRFP in most of the components of effective reading as an area of strength but many of the participants found comprehension instruction as a challenging area. Reading intervention instruction that uses direct instruction to explicitly teach the following five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension should be used to remediate reading proficiency (Goodwin, 2021; see also Herring et al., 2019; Khan, 2018; Kosak et al., 2019; Sayeski et al., 2019). Perceptions on the elements of the instructional practices was a theme that emerged when data was collected during interviews, observations and a document review that addressed RQ2.

Results from the interviews reported that all of the participants found an element of the program that was explicitly taught such as phonics, phonemic awareness and vocabulary as an area of strength for teaching students that struggle with reading. The WRFP was a successful tool that was used to assist with struggling readers. (Ediyanto et al., 2021). Six out of 15 teacher participants referenced phonics instruction within the curriculum as an area of strength. One of the participants indicated that, “The WRFP is helpful with building foundational skills in areas such as phonics.” Another participant discussed how their students’ phonemic awareness progressed as students demonstrated learned knowledge during their daily lessons.

Three participants indicated a positive impact on vocabulary instruction using the direct instruction approach. Vocabulary words represent additional knowledge, and that

knowledge can be used to enhance a student's knowledge about a text's topic which can strongly predict a students' comprehension of a text (Lawrence et al., 2022). One participant credited the WRFPP exposure to grade level words and the use of vocabulary journals during explicit vocabulary instruction as a way to assist struggling readers.

Vocabulary instruction promotes knowledge of words, and the more words students know the greater chance that comprehension of the text will occur (Lawrence et al., 2022). Data collected during interviews with all of the participants also revealed that teachers found the direct instruction element associated with comprehension instruction as a challenging area and they often used other curriculum to facilitate explicit comprehension instruction. T11 stated, "The WRFPP is helpful with building foundational skills in areas such as phonics, but it leaves little to no assistance with developing reading comprehension."

During observations 3 out of 15 participants were observed using additional curriculum resources to implement explicit comprehension instruction. The What Works Clearinghouse (2006) reported that the WRFPP produced significant student growth among 3rd graders in alphabetic knowledge, but no growth in comprehension (McMahon et al., 2021). A review of lesson plan documents also indicated that teachers were using different curriculum to guide their comprehension instruction. During a review of documents such as the school's Dibels assessment data student's scoring two or more grade levels below in LNF decreased by 12%. Phonics instruction that is explicit enhances a student's ability to learn to read, with the strongest impact being in K-2nd grade (Ediyanto et al., 2021). The data review also revealed that on the Dibel's Assessments students are making progress on their foundational data but many of the

students are still struggling with foundational literacy skills that they are being taught and assessed during the unit assessments.

The interpretation of the findings from the responses to RQ2, aligned with the Engelmann's theory of instruction conceptual framework which was connected to this study because it was the theory in which direct/explicit instruction derives, and direct instruction is the instructional foundation for the WRFP. Engelmann believed that quality instruction occurred when the lesson was facilitated using a direct and explicit approach (Kim & Fienup, 2021). In this study, data confirmed that the use of explicit and direct instruction on elements of the instructional practices that occurred during WRFP instruction had a positive impact on phonics, phonemic awareness, and vocabulary but comprehension was an area that participants used additional resources to facilitate this instruction.

Perceptions on the Impact of the Program on their Practice

Participants revealed that there was a need for training on the WRFP. Perceptions on the elements of the instructional practices was a theme that emerged when data was collected during interviews, observations and a document review that addressed RQ3: What are K through 3rd grade teachers' perceptions (people performing the action) on how WRFP implementation (the action that is being performed) contributes to changes in instructional practices to better help struggling readers?

During the interviews participants admitted to feeling overwhelmed due the lack of adequate training. Two of the teachers indicated that they did not receive any form of training from the district or at the school level. Professional development has been used

as a way to address teacher needs and strengthen their practice to increase student achievement (Compen et al., 2019; Pharis et al., 2019; Yue, 2019). Participants indicated that they taught themselves about the curriculum and trained themselves on implementation activities.

Data collected during observations and the document review revealed that 86% of the lesson plans were from other curriculum or teacher created lesson plan documents. A review of the lesson plan Professional development creates an opportunity that ensures high-quality instructional practices and resources are being used (Ryan & Loughland, 2020). Participants in this study revealed that they would benefit greatly from receiving professional development that trained them on the instructional practices.

The interpretation of the findings from the responses to RQ3, aligned with Engstrom's activity theory. Activity theory emphasizes the relationship that exist between the people who perform the action and the action being performed (Karanasios et al., 2021). In this study, activity theory is being used to examine teacher's Perceptions (subjects) on the Wilson Reading Foundations Program (object) for struggling reader (outcome). Activity theory divides the activity into components (Engestrom & Sannino, 2021). In this study, participants' perceptions are the subject, the implementation of WRFP is the tool and improving reading proficiency is the outcome. Results of this study revealed that participants believed that the WRFP positively impacts student reading proficiency, but professional development regarding implementation of the curriculum was needed. Effective professional development is collaborative, engages the learner, and involves learning experiences that assist in improving student outcomes (Hamilton, 2018;

Sancar et al., 2021; Sims & Fletcher-Wood, 2021). As a result of findings, a 3-day PLC was created to develop and support the implementation of WRFP.

Section 3: The Project

Based on data analysis of semi-structured interviews from this study of primary teachers' perceptions regarding using the WRFP to assist struggling readers, participants expressed a need for professional development that modeled how to implement the program. The purpose of this proposed professional development is to support teachers and district implementation of the WRFP. This includes three days of professional learning, teacher collaboration, and modeling of WRFP instructional practices. It is designed to assist teachers in terms of delivering content and pedagogical practices of the WRFP. This section includes a brief description of the proposed professional development project, a description of project goals, and a rationale for choosing the project. Next, a literature review about the project is presented. Additionally, details about the proposed project are presented, which include needed resources, processes for implementation, schedules, roles of participants, an evaluation plan, and project implications.

Description and Goals

The main goal of this professional development project is to provide primary teachers with an opportunity to receive instructional modeling involving key instructional practices via the WRFP and collaborate and develop their knowledge skills involving this implementation as expressed by participants via semi-structured interviews. During interviews, participants indicated that additional training focused on implementation of key concepts of the WRFP would improve their teaching practices and knowledge of the program.

Rationale

The project involved collecting and analyzing data from research participants. Participants indicated via interviews and observations as well as a review of essential documents that increased learning opportunities, modeling, and collaboration involving implementation of the WRFP would increase their ability to effectively implement the program in order to increase students' reading proficiency. Learning opportunities such as professional development involve topics that are designed to enhance performance or transform thinking. Professional development was chosen as the project genre based on findings in Section 2. Section 2 included data collected during semi-structured interviews that were aligned with research questions derived from a review of literature involving primary teacher perceptions of the WRFP. Educational institutes have implemented professional development as learning opportunities to improve curriculum implementation, increase teacher knowledge, and update teacher pedagogy. Research participants in this study expressed a need for more focused training which included modeling and opportunities for collaboration involving the WRFP.

The purpose of this professional learning project is to provide teachers with opportunities to build their knowledge of effectively implementing the WRFP through collaboration and knowledge-building activities. This professional development program is designed to be a 3-day teacher-centered professional learning opportunity to support teachers in order to increase student reading achievement. The project will equip teachers with quality training involving program implementation as well as opportunities to collaborate, practice, and provide feedback regarding program implementation. Finally,

the evaluation will assist in determining the effectiveness of the project as well as suggestions for improvement.

Review of the Literature

This review of literature involves benefits and supports for professional development. Based on findings in Section 2, a professional development program was designed to address needs expressed by participants. In the educational setting, professional development programs are designed to introduce a new curriculum, provide opportunities to improve instructional practices, and facilitate adjustments in established routines. Effective professional development programs must provide participants with opportunities to understand and process professional learning (Didion et al., 2020; Nolan et al., 2021; Sancar et al., 2021). I conducted searches using Walden University's library website and used the following databases: ERIC, Education Research Complete, ProQuest, SAGE Journals, and Thoreau. I used the following keywords: *professional development, professional learning, adult learning, professional learning communities, teacher-led professional development, and teacher collaboration.*

Adult Learning

It is essential to understand how adults learn when developing professional learning opportunities for teachers (Cochran-Smith, 2021; Cochran-Smith et al., 2020; Guberman et al., 2021; Perera & John, 2020). During semi-structured interviews, participants expressed a need to participate in professional development that focuses on implementation of the WRF in addition to materials and instructional techniques which allow for collaboration and planning. Knowles' adult learning theory was the foundation

for the creation of the professional development program for this study. Knowles' adult learning theory allows the presenter to serve as a model and provide participants with procedures and resources to implement a curriculum effectively. Emphasis is placed on participants being self-directed and taking responsibility for decisions. The following four andragogical processes were employed to develop professional learning program for this study: adults should be involved in the planning and evaluation of their adult learning experience, experience provides the basis for the learning activities, learning activities should have an immediate impact and relevance, and adult learning is problem-centered. This professional development program involved four principles of the andragogy theory that take place before, during, and after professional learning.

Adults learn in unique ways, and when considering their learning styles, their varying experiences, active involvement, and reflection should be considered. Using Knowles' adult learning theory as a guiding principle for the development of professional development will assist in transitioning teachers into using the WRF. Adult learners should function as facilitators of their learning experience by creating goals and acting as guides of their own learning experiences (Mews, 2020). Varying needs of teachers and their unique classroom experiences should be embraced when creating professional learning opportunities.

Adult learners are motivated to learn when their learning is self-directed and builds upon their background knowledge, new knowledge is readily available to apply, and information is deemed relevant (Perera & John, 2020). Research on how adults learn

and in-depth semi-structured interviews were used to provide insight about development of the professional learning program employed in this study.

Professional Development

Professional development opportunities for teachers should be designed to promote a focus on preparing teachers to conduct specific effective practices, share common goals, and focus on improving student achievement. Professional development is a key factor that promotes higher achievement and assists in developing educators' professional skills (Didion et al., 2020; Doyle et al., 2020; Lindvall & Ryve, 2019; McChesney & Aldridge, 2019; Reimer et al., 2018; Sancar et al., 2021; Sims & Fletcher-Wood, 2021).

Professional development that demonstrates effective practices that includes a focus on teachers' daily work, engaged learning experiences, provide opportunities for collaborative and individualized training will assist in improving student learning experiences (Hamilton, 2018; Sancar et al., 2021; Sims & Fletcher-Wood, 2021).

Professional development that researchers argue improves teacher practice should provide coherence, collective participation, active participation, and focus on content (Sancar et al., 2021). The focus of professional development design should include improving teacher practice, student achievement and engage the learner. Professional development has been globally used to develop and strengthen teacher practices and promotes student achievement (Compen et al., 2019; see also Pharis et al., 2019; Yue, 2019). Effective professional development has been defined as learning opportunities that improve teachers' knowledge and instructional practices as well as improve student achievement (Abu-Tineh & Sadiq, 2018; Bates & Morgan, 2018; Brion, 2020).

Professional development is essential to improving current instructional practices and student learning.

Zuiker et al., (2019) explored the impact that professional development has on student achievement. The study found that professional development that focused on current research-based knowledge, provided insight, and provided effective classroom instruction improved teacher practice. Professional development that focused on preparing teachers to be the experts and implement professional learning increased the overall conditions of the school (Cochran-Smith et al., 2020). The effectiveness of professional development should be measured by the impact that it presents in the classroom (Wasserman & Migdal, 2019). Effective professional development is defined by the results that are reflected in teachers' knowledge, pedagogy, and student outcomes (Wasserman & Migdal, 2019). Criteria that are used to gauge the effectiveness of a professional development should include the impact that professional development has on student achievement and a learner's pedagogy.

PLCs

PLCs are collaborative and self-directed teams that meet, which include members that may be on the same grade level team or teach similar content areas. PLCs are job-embedded professional developments that provide training opportunities and knowledge. The goal of a PLC includes participants within that learning community collaborating with one another on goals to improve instruction and increase student achievement (Nooruddin & Bhamani, 2019). Characteristics of a PLC can vary in their forms such as the members and goals. Characteristics of an effective PLC may be teams that are

composed of members that are meeting to establish instructional practices, interventions to assist with students' needs, and inquire about specific curriculum practices (Nooruddin & Bhamani, 2019). Participation in a PLC should be ongoing, goal-focused, and collaborative (Abu-Tineh & Sadiq, 2018; Bates & Morgan, 2018). Members of the PLC should be responsible for the learning.

In this type of professional development, members are presented with the opportunity to collaborate to address professional needs. In these communities, participants can collaborate and apply their learning experiences using innovative strategies to support student achievement (Thornton & Cherrington, 2019; Weddle, 2021). In Professional Learning Communities teachers can collaborate, develop teaching practices, and engage in the continuous practice (Eshchar-Netz et al., 2022; Thornton & Cherrington, 2019; Weddle, 2021).

Members of the Professional Learning Academy can continuously collaborate around instructional strategies and learning needs (Abu-Tineh & Sadiq, 2018; Bates & Morgan, 2018; Yue, 2019)). Professional Learning Communities occur on a continuous cycle, provide peer-to-peer feedback, and assist participants with developing their instructional practices (Bautista & Wong, 2019; Kourieos, 2019; Merchie et al., 2018; Wong & Bautista, 2018). Professional learning communities are learning environments that allow opportunities for continuous collaboration.

Professional Learning Communities create collaboration and focus the learning on a common goal. The Professional Learning approach to professional development can increase leadership capacity, distribute leadership, and provide teachers with the

opportunity to strengthen their pedagogy (Antinluoma et al., 2018; Lillejord & Borte; 2020). The establishment of an effective Professional Learning Community requires the establishment of rules and nurturing of the development of trust amongst the members. Establishing trust amongst the members of the Professional Learning Community must be nurtured. Taking the time to establish trust can assist members with accomplishing the shared learning goals (Carpenter, 2018; Bannister, 2018; Pentland, 2018). The development of the shared leadership practices that occur in a Professional Learning Community can assist with enhancing pedagogy and instructional practices and improve student achievement.

Project Description

After an analysis of the data from the interviews, observations and documents it became obvious that a professional development was an alignment with this study. I examined teacher perceptions on the use of the WRFP. This project was developed based on the challenges and perceptions that arose from the 15 teachers that participated in interviews, classroom observations and shared essential documents. Additionally, the school administrators also provided access to pertinent documents and granted permission to conduct my study in their building. Moreover, I received permission to conduct my study by Walden's and the district's IRB.

My professional development is comprised of three PLC sessions designed to occur over the course of 3 days. During these sessions participants will engage in peer collaboration, modeling, reflection practices and provide feedback to one another on practices that they will engage in during WRFP curriculum facilitation. PLCs assist

participants with developing and changing instructional practices (Clark & Newberry, 2019; Hindman et al., 2020; Wang & McLaughlin, 2021). These PLCs were designed to assist participants with implementation strategies associated with the implementation of WRFP curriculum and allow a safe space for collaboration reflection and feedback amongst participants. These PLCs will encounter additional resources, allocation of supports that already exist and may encounter potential barriers.

Needed Resources and Existing Supports

The proposed PLCs require a few resources that exist within the school environment. The participants and the facilitator will work with the building and administrators and teachers. The facilitator can initiate an email invitation, or the participants can be appointed to participate by the building administrators. The participants and the facilitator will need access to WRFP curriculum, WRFP activity videos, copies of the WRFP activities, WRFP's Self Study Checklist®, lesson plans and WRFP teacher manuals. All needed resources that exist are also components that are supplied with to teachers that are teaching the curriculum. The facilitator of the PLC will need access to a projector, laptop and poster paper.

Potential Barriers and Solutions

A potential barrier that may arise with the implementation of the proposed PLC is the time in which the PLC would occur. Allowing participants from various grade levels the opportunity to collaborate with one another throughout the school year at the same time without providing coverage for their classrooms may be a little challenging. A solution to this problem could be to conduct these PLCs during the districtwide

professional development days. Another way to solve this barrier could be that administration could schedule teacher planning periods at the same time so that the classes can be covered by the resource teachers and coverage for the classes wouldn't have to be provided.

Proposal for Implementation

The proposed PLC can occur at any time throughout the year, the most optimal time to participate in this study would be in the beginning of the school year. By participating in this professional development teachers would have an opportunity to establish and design instructional routines and units. Teachers would receive the opportunity to participate in the modeling of a lesson, provide feedback, practice instructional routines and make adjustments to their instruction (Chatterjee & Parra, 2021; Othmana et al., 2020; Prenger & Handelzalts, 2019). Participation in this professional development could also assist administrators with monitoring and provide feedback (Chaipidech et al., 2021; Krille, 2020; Ma et al., 2018).

Participation from teachers and administration would provide participants with the opportunity to sustain implementation. It is recommended that this professional development could take place during academic planning time over the course of the year. Another recommendation of the planning and design of a professional development would be for schools to take the time to provide yearlong sustainable development yearly (Gardner et al., 2019; Ketchum et al., 2020; Maponya, 2020; Nichol & Furtwengler, 2018). Utilizing a multiyear approach to this plan could assist schools with sustained

training and establish a yearlong plan for teachers and administrators to participate in follow up activities.

Implementation Timetable

The proposed PLC will be prepared for implementation within the first month of school in the library media room. This will give participants the opportunity to implement the orientation lessons within the curriculum and develop some awareness of problematic areas that may arise. These problematic areas can then be used as data to determine what areas that could also be covered in the PLC. The proposed timetable for the PLCs is as follows:

1. Gain permission to conduct the professional development from building administrators.
2. Participate in a meeting with building administrators to determine the logistics of the PLCs (date, time, location and a list of attendees and obtain necessary supplies and curriculum).
3. Provide an email invitation and participation packet to participants and administrators.
4. Perform the PLCs during the implementation timeframe.
5. Conclude the PLCs with the reflection survey and provide next steps and any additional follow up activities.

Roles and Responsibilities

My role as the facilitator would include the coordination and implementation of the PLCs during the timeline. I would also take on the role of facilitation of the PLC due

to my knowledge of the case study and WRF curriculum. I would also be involved in providing the building administrators with any data and feedback associated with the PLC. I would be responsible for preparation of the materials, documents and schedule the sessions. I would also take on the responsibility to presenting the material in a clear and precise manner and promote a collaborative environment. Participants would be responsible for attending the PLCs, being prepared to collaborate, provide feedback and reflect on their practices and their colleagues' practices. Administrators would be responsible for providing the space for the PLCs, identifying participants, and providing the WRF materials.

Project Evaluation Plan

A summative survey has been developed to evaluate teachers' perspective on the Foundations PLC training that has been created. The summative survey that will be used will gather teachers' responses and was developed using a survey that the building administrator has used to evaluate previous professional development experiences. The results from this type of evaluation will be used to obtain teachers' perspectives on the information presented in the PLC and future areas of development for teachers. At the end of each PLC teachers will be given the opportunity to submit their survey. This information will be provided to the presenter and building administration. The survey contains 6 open-ended questions that allow teachers to offer suggestions, perspectives, and opinions on the goals of the PLC.

This evaluation form will allow the facilitator the opportunity to obtain data about the perspectives of the participants and the training that they have received. The teachers

will have the option of submitting the evaluation anonymously and confidentially. The effectiveness of the PLC content can also be collected during the PLC as teachers share their practice with each other and during informal observations that building administrators can conduct.

Project Implications

Local Stakeholders

The proposed project for this study was developed based on data collected from interviews, observations, and document reviews conducted during this study. PLCs result in professional development that can be used to enhance pedagogical practices, reinforce theories and best practices (Oliver, 2016). The project was developed with the purpose of providing participants with a collaborative space to develop and receiving development on the implementation of the WRFP. PLCs should focus on the development of teacher instruction that is designed to increase student learning outcomes (Frazier, 2017).

Participants in this study indicated that appropriate training and opportunities to collaborate with their colleagues on the implementation of the WRFP was a challenge. Upon evaluation of the data collected during this study training, implementation and planning of WRFP program was highlighted as areas of need for the participants in this study. This project was designed to address the training needs of the participants and increase teacher implementation of WRFP to increase student achievement.

Social Change at the Local Level

The development of this project was designed to develop instruction, teacher practices and student achievement. Although the creation of this project was to improve

training for teachers at the school of study teachers that are implementing WRFP can also benefit from participation in these PLCs. These benefits include ensuring that teachers are trained on WRFP implementation activities as well as creating a collaborative space for teachers to engage in training. As indicated in this study training, collaborative support and professional development are essential components of in improving teacher pedagogy. When teachers have received adequate training, they are allowed the opportunity to provide instruction with fidelity. Professional learning opportunities such as this project study provide purpose and clarity on the implementation of the WRFP.

Larger Context

Other districts and teachers associated with implementing the WRFP could benefit from data and project developed via this study. Based on findings, this project can be beneficial and used to provide training and collaborative support to teachers nationwide. Furthermore, this project could assist with supporting meaningful teacher training that could assist in improving foundational literacy skills.

Summary

This section included information on the proposed project that was developed based on interviews, observations, and document reviews. The PLC that was developed for this study involved addressing training needs that were associated with this study. In addition, the PLC will assist in providing teachers with a collaborative space and practices to assist with implementation and lesson planning for the WRFP.

Section 3 included a description of the project, along with goals, rationale, and literature review. This section also included a description of the project, needed resources

and existing supports, potential barriers, and potential solutions, as well as a proposal for implementation of the project and an implementation timetable. In addition, this section included my roles and responsibilities as the facilitator and implications associated the project. The next section includes my reflections and conclusions that I gained during this doctoral journey.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The purpose of this qualitative case study was to obtain a deeper understanding of K through third grade teachers' perceptions regarding whether the WRFP helped teachers assist struggling readers to become proficient in reading in elementary grades, acquire their perceptions regarding strengths and challenges of the direct instruction component of the WRFP, and determine their perceptions regarding whether use of the program has encouraged a shift in instructional practices to better help struggling readers. Findings that were obtained during this project study demonstrated that K through third grade teachers acknowledged that the WRFP believed worked well in terms of assisting struggling readers, but some of the direct instruction components of the program were more challenging to implement.

Using the program has been a benefit to their pedagogy, and a PLC program would benefit their ability to implement the curriculum. Findings that were generated from this study were used to create the professional development project. Section 4 includes the project's strengths and limitations, recommendations for alternative approaches, scholarship, project development, leadership, implications, applications, and directions for future research.

Recommendations for Alternative Approaches

Due to the many challenges that teachers face with finding the time to attend professional development sessions, an alternative approach would be to transition this session to an online platform. Teacher participants within this study indicated that they

did not receive adequate training regarding how to implement this program. To assist teachers with building knowledge they need to provide quality instruction to improve student reading achievement, teachers must have access to models of best practices and opportunities to practice using those strategies (Gutierrez de Blume et al., 2021).

To address transitioning this project to an online platform, Microsoft Teams could be used. Many districts used online training to address many challenges that districts faced due to challenges presented by COVID-19. A group could be formed, and they could access professional development materials through a Google Classroom or Google Drive. Participants would be able to use their district credentials to log into the Google Classroom or Drive to gain access to professional development materials. Teacher participants could upload their videos to the Google Classroom or Drive where participants could watch videos and fill out a Google form to provide feedback to each other on their own time.

Participants could then meet to collaborate at a specified time using Microsoft Teams or Zoom at a designated time. Online training allows for teachers to build their knowledge at their own pace, develop technological skills, collaborate, reflect, and provide feedback (Seraji & Khodaveisi, 2019). This alternative PD approach would allow teachers to participate in professional development throughout the year.

Scholarship, Project Development and Evaluation, and Leadership and Change

Developing as a Scholar

Instructional practices for reading teachers and literacy involving reading achievement have always been a personal interest of mine. My interest in the

effectiveness of the WRFPP was the initial catalyst for this study. During the beginning stages of development of my study, I desired to learn more about perspectives of teachers who were implementing the program. I learned that I valued understanding what teachers believed about this program and what impact implementation of this program had on their pedagogy.

The coursework that I engaged in with Walden University assisted me in building and growing my knowledge as an educational researcher. I have learned how to research topics and justify my solutions. My coursework has developed my skills in terms of using school databases to find scholarly articles to support or dispute my claims. When I decided to attend Walden University initially, I was intimidated by the idea of learning online, but as I engaged in my coursework, my perspective changed, and I grew a little more comfortable in this new way of learning.

The assignments that I have engaged in equipped me with the knowledge that prepared me to select the qualitative research method for this study, develop research questions, and use databases to effectively research peer-reviewed literature regarding my selected topic. Using knowledge that I gained from my coursework with Walden University, I was able to conduct interviews and then use interview transcripts to generate themes. My coursework has been informative and has given me tools to assist me with writing and completing my project.

Project Development

This project involved perceived needs of teachers as expressed during semi-structured interviews, observations, and a review of documents. The goal of this study

was to obtain K-3rd grade teachers' perspectives regarding the WRFP. During professional development, participants are expected to become more informed in terms of best practices. I developed a 3-day professional development session that involved engaging participants with activities, video modeling, safe practices, modeling instructional activities, and opportunities to provide feedback.

Reflection on Importance of the Work

This project was created to address two purposes. The first purpose was to address expressed needs of teacher participants to receive adequate professional development regarding implementation of the WRFP. The second purpose of this project was to create professional learning training that including instructional modeling and guidance involving structure and implementation of the WRFP.

As I reflect on work and knowledge that I gained during the creation of my project and development of my study, I am reminded that this project allowed me to express the needs of my participants. It is essential to develop an understanding of teachers' experiences, implementation of program strategies, and perceptions to address effectiveness of a program. I learned that allowing teachers' perspectives to be heard through the creation of this professional development program presented an opportunity for them to address their concerns and improve implementation of the program. This 3-day professional training series was an opportunity for teachers to build on activities within the program to facilitate correct implementation of the curriculum as a way to improve student reading achievement. The purpose of professional development is to allow teachers to increase their knowledge and transform that knowledge into practice as

a way to improve student achievement (Ryan & Loughland, 2020). School leadership should develop a level of understanding that promotes their ongoing participation. School leaders could also benefit from participation in this professional development session as a way to understand how the WRFP is implemented and use that knowledge to engage in learning walks and informal observations.

Implications, Applications, and Directions for Future Research

Lack of knowledge involving perceptions of teachers who implemented the WRFP facilitated the creation of professional development sessions. I developed a professional development series that applied the elements of meaningful professional development. This professional development was designed to increase student achievement, create opportunities for participants to develop their knowledge, practice using instructional best practices, collaborate with their colleagues, and provide and receive feedback on their newly formed knowledge.

A positive relationship exists between increased student achievement and the professional learning of teachers when there is a focus on instructional practices and teacher collaboration (Sims & Fletcher-Wood, 2021). Furthermore, the most effective professional development uses active learning, facilitates improvement on instructional concepts, uses instructional modeling, and allows participants to engage in their learning using a work-style approach (Scarparolo & Hammond, 2018). The development of this professional learning series was to improve knowledge on the instructional strategies and knowledge of teachers that implement the WRFP. It is believed that improvement in

these areas in conjunction with peer collaboration will improve students' reading achievement.

Several potential implications may arise because of this study. Understanding the value that exists between obtaining teacher perceptions on the WRFP and how teachers approach the implementation of the program has the potential to increase student reading achievement. Establishing a structured approach that addresses the needs of teachers, provides program knowledge, and develops a structured process for program implementation can assist teachers with developing more proficient readers (Ghaith & El-Sanyoura 2019). As teachers improve in their implementation of the WRFP, the district may experience an increase in their reading achievement data and develop a structure for training teachers on using the WRFP.

Furthermore, an increase in reading achievement could potentially lead to more funding toward district-wide professional development for the WRFP and a consistent process for developing quality professional development. The application of this style of professional development could be used to provide continuous collaboration and professional learning regarding instructional practices to assist novice teachers and other teachers implementing the WRFP. The district and other districts could use the design of this project to facilitate professional development in other content areas with the adjustment of content material.

This project study elicits a deeper understanding of the perceptions of primary teachers on the WRFP, additional research is needed on the effectiveness of the WRFP. This can be done using a program evaluation approach. Further qualitative research could

be used to evaluate the effectiveness of the project study I created. Future studies could also be conducted using a mixed-methods approach that could compare the effectiveness of the professional development series that I developed in this study to the results of primary students' reading assessments scores.

Conclusion

As I reflect on the key essence of this qualitative case study, the benefits of this study are reaffirmed. The data collected from the semi-structured interviews with primary teachers on their perceptions of the WRFPP provide an opportunity to gain a greater understanding of the importance of obtaining teacher perspective and creating a professional learning series designed to address their perceived needs. My findings indicate that there is a direct correlation between teacher perceptions and providing quality professional development to increase student reading achievement. I hope that this professional development will assist teachers with gaining knowledge on how to effectively implement the WRFPP using the instructional models, collaboration, feedback, and practice opportunities offered in the professional development to increase student reading achievement.

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Appendix A: The Project

This three-day workshop series offers guidance and resources to implement a professional development on the WRF, each session will occur for a duration of 7 hours. The purpose of this professional development is to serve as a way to assist teachers with developing a deeper understanding of the purpose of key activities within the WRF curriculum. The development of this professional development stems from research and data collected that revealed that teachers needed professional development that centered around the implementation of the WRF curriculum. The professional development contains PowerPoint presentations, demonstration videos, self-study checklist, lesson plan templates, program handouts and evaluations for each session.

Day 1:

Duration of Day 1: 7:30AM-3:30PM (7 hours)

Goals of Day 1: The purpose of this professional development course is to develop a deeper understanding in the purpose of key activities within a Wilson's Reading Foundations lesson by:

1. Studying the Dictation (Dry Erase) activity within a lesson to determine its importance in building foundational skills.
2. Preparing for effective implementation of the Dictation (Dry Erase) activity within an upcoming lesson through role play.
3. Implementing the Dictation (Dry Erase) activity from Wilson's Reading Foundations lesson within the classroom.
4. Reflecting with colleagues on the implementation of the Dictation (Dry Erase) activity and determining next steps as needed.

Day 1 Agenda:

8:30-8:45 am: Wilson's Reading Foundations Overview

8:45-9:15 am: Dictation (Dry Erase) Overview

9:15-9:30 am: Dictation Demonstration Videos

9:30-9:45 am: Break

9:45-10:15 am: Lesson Study

10:15-10:45 am: Dictation Role Play

10:45-11:00 am: Noticings and Wonderings

11:00-11:15 am: Lesson Prep

11:15-11:30 am: Review Next Steps

11:30 am-12:15 pm: Lunch

12:15-12:30 pm: Classroom Implementation Review

12:30-1:15 pm: Wilson's Reading Foundations Lesson Implementation

1:15-1:45 pm: Lesson Reflection (Self)

1:45-2:15 pm: Lesson Reflection (Partner)

2:15-2:45 pm: Noticings and Wonderings

2:45-3:00 pm: Break

3:00-3:00 pm: Wrap-Up

3:00-3:30 pm: Session Evaluation

Day 1 slides

Outcomes

The purpose of this professional development course is to develop a deeper understanding in the purpose of key activities within a Wilson's Reading Foundations lesson by:

1. Studying the Dictation (Dry Erase) activity within a lesson to determine its importance in building foundational skills.
2. Preparing for effective implementation of the Dictation (Dry Erase) activity within an upcoming lesson through role play.
3. Implementing the Dictation (Dry Erase) activity from Wilson's Reading Foundations lesson within the classroom.
4. Reflecting with colleagues on the implementation of the Dictation (Dry Erase) activity and determining next steps as needed.

Agenda

8:30-8:45 am	Wilson's Reading Foundations Overview
8:45-9:15 am	Dictation (Dry Erase) Overview
9:15-9:30 am	Dictation Demonstration Videos
9:30-9:45 am	Break
9:45-10:15 am	Lesson Study
10:15-10:45 am	Dictation Role Play

10:45–11:00 am	Noticings and Wonderings
11:00–11:15 am	Lesson Prep
11:15–11:30 am	Review Next Steps
11:30 am–12:15 pm	Lunch
12:15–12:30 pm	Classroom Implementation Review
12:30–1:15 pm	Wilson's Reading Foundations Lesson Implementation
1:15–1:45 pm	Lesson Reflection (Self)
1:45–2:15 pm	Lesson Reflection (Partner)
2:15–2:45 pm	Noticings and Wonderings

2:45–3:00 pm	Break
3:00–3:00 pm	Wrap-Up
3:00–3:30 pm	Evaluation



Wilson's Reading Foundations Overview

What is Foundations?

- ✓ Thorough instruction in decoding, handwriting and spelling
- ✓ Multi-sensory, structured, systematic, cumulative and explicit

Why is Wilson's Reading Foundations important?

- ✓ Can be used as a Tier 1 and/or Tier 2 Intervention
- ✓ Helps build the foundation for reading and spelling for students in Grades K-3



Dictation (Dry Erase)

Overview

Overview

Dictation (Dry Erase)

Why?

- ✓ Solidifies sound-symbol correspondence and letter formation
- ✓ Developing alphabetic principle
- ✓ Uses "I Do, You Do, We Do" model

What?


- ✓ Sounds
- ✓ Words
- ✓ Sentences

Wilson's Reading Foundations Self-Study Checklist

Dictation (Dry-Erase)

Review your grade level Fidelity Checklist to understand what the expectations are for your grade level's dictation activities.

[Wilson Academy - Getting Started](#)



Demonstration Videos

Dictation (Dry Erase)

Refer to your Wilson's Reading Foundations checklist while watching the demo video.

What do you notice? What questions do you have?

Sounds/Words

[Wilson Academy - Level 1 Activity Demonstration Videos](#)


Sentences

[Wilson Academy - Level 1 Activity Demonstration Videos](#)

Lesson Study

- Where does Dictation take place in your upcoming lesson?
- What is the focus of Dictation within this particular lesson?
- How will you monitor student success during Dictation?

Use the Wilson's Reading Foundations Daily Lesson Plan Template to support with your independent lesson study.



Role Play Dictation (Dry-Erase)

- Partner A is the Teacher, Partner B is the student (15 mins)
- Partner B is the Teacher, Partner A is the student (15 mins)

As the **teacher**, think about misconceptions students might have, as well as how you will give feedback to students in the moment to support their learning.

As the **student**, think about/identify any misconceptions that you might have when completing the dictation activity, and how it can be addressed prior to the activity.

Lesson Prep

- What do you need in order to be successful this afternoon?
- How will you monitor student learning?



Review your completed Wilson's Reading Foundations Daily Lesson Plan Template to support with your lesson prep.

Next Steps

After lunch be prepared to:

1. Implement chosen Wilson's Reading Foundations lesson of study.
2. Record Wilson's Reading Foundations lesson implemented.
3. Engage in reflection about lesson independently and with a partner.



Classroom Implementation Review

Review your grade level's Self Study checklist to review expectations for Dictation activities.

Review your daily lesson plan to prepare to teach upcoming Wilson's Reading Foundations Lesson.

Classroom Implementation

- Record implemented Wilson's Reading Foundations Lesson
- Lesson must include Dictation activity

Lesson Reflection (Self)

1. Locate the portion of your video where you are teaching Dictation.
2. Use the Self-Study Checklist to evaluate the implementation of the activity.
3. What went well? What needs to be strengthened?
4. Did students meet the objective of the activity?
5. Use the note catcher to record your thoughts.

Fundational Level 4: Tier 1 Learning Activity Self-Study Checklist

Indicator	Yes	No
Indicator 1:1		
Indicator 1:2		
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Lesson Reflection (Partner)

1. Share the portion of your video where you are teaching Dictation with your partner.
2. Use the Self-Study Checklist to evaluate the implementation of the activity.
3. What went well? What needs to be strengthened?
4. Did students meet the objective of the activity? How do you know?
5. Use the note catcher to record your thoughts.
6. Take turns with your partner sharing the record information.

Fundational Level 4: Tier 1 Learning Activity Self-Study Checklist

Indicator	Yes	No
Indicator 1:1		
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Wrap Up & Evaluation

[Link to the evaluation form](#)

Day 1 Wilson's Reading Foundations Feedback

The results of this feedback form will assist the Academic Planning Team in developing and addressing academic and planning needs for the Wilson's Reading Foundations Program. Please complete this feedback form. Thank you in advance!

1. Email (optional)*

2. What information in the session was most helpful?

3. What information in the session was least helpful?

4. What information, if any, do you still need clarity on?

5. What other Wilson's Reading Foundations activities would you like to receive professional development on?

6. What are your professional learning needs?

Day 2:

Duration of Day 2: 7:30AM-3:30PM (7 hours)

Goals of Day 2:

The purpose of this professional development course is to develop a deeper understanding in the purpose of key activities within a Wilson's Reading Foundations lesson by:

1. Studying the Echo/Find Letters & Words activity within a lesson to determine its importance in building foundational skills.
2. Preparing for effective implementation of the Echo/Find Letters & Words activity for an upcoming lesson through role play.
3. Implementing the Echo/Find Letters & Words activity from Wilson's Reading Foundations lesson within the classroom.
4. Reflecting with colleagues on the implementation of the Echo/Find Letters & Words activity and determining next steps as needed.

Day 2: Agenda

8:30-8:45 am: Wilson's Reading Foundations Overview

8:45-9:15 am: Echo/Find Letters & Words Overview

9:15-9:30 am: Echo/Find Letters & Words Demonstration Video

9:30-9:45 am: Break

9:45-10:15 am: Lesson Study

10:15-10:45 am: Echo/Find Letters & Words Role Play

10:45-11:00 am: Noticings and Wonderings

11:00-11:15 am: Lesson Prep

11:15-11:30 am: Review Next Steps

11:30 am-12:15 pm: Lunch

12:15-12:30 pm: Classroom Implementation Review

12:30-1:15 pm: Wilson's Reading Foundations Lesson Implementation

1:15-1:45 pm: Lesson Reflection (Self)

1:45-2:15 pm: Lesson Reflection (Partner)

2:15-2:45 pm: Noticings and Wonderings

2:45-3:00 pm: Break

3:00-3:00 pm: Wrap-Up

3:00-3:30 pm : Session Evaluation

Day 2 Slides:

Wilson's Reading Foundations

Professional Development

Day 2

Outcomes

The purpose of this professional development course is to develop a deeper understanding in the purpose of key activities within a Wilson's Reading Foundations Lesson by:

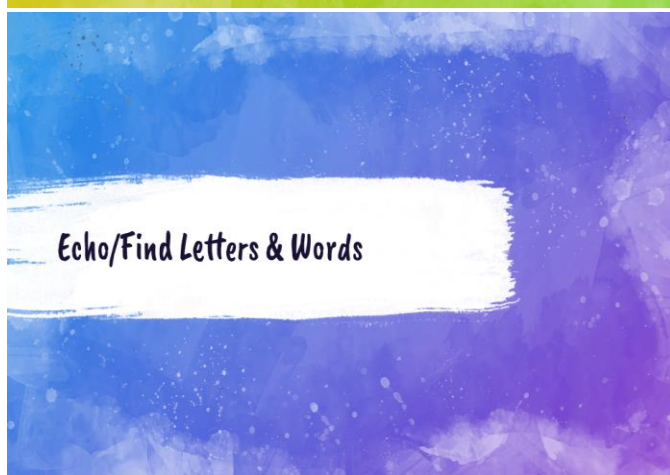
1. Studying the Echo/Find Letters & Words activity within a lesson to determine its importance in building foundational skills.
2. Preparing for effective implementation of the Echo/Find Letters & Words activity for an upcoming lesson through role play.
3. Implementing the Echo/Find Letters & Words activity from Wilson's Reading Foundations lesson within the classroom.
4. Reflecting with colleagues on the implementation of the Echo/Find Letters & Words activity and determining next steps as needed.

Agenda

8:30-8:45 am	Wilson's Reading Foundations Overview
8:45-9:15 am	Echo/Find Letters & Words Overview
9:15-9:30 am	Echo/Find Letters & Words Demonstration Video
9:30-9:45 am	Break
9:45-10:15 am	Lesson Study
10:15-10:45 am	Echo/Find Letters & Words Role Play

10:45-11:00 am	Noticings and Wonderings
11:00-11:15 am	Lesson Prep
11:15-11:30 am	Review Next Steps
11:30 am-12:15 pm	Lunch
12:15-12:30 pm	Classroom Implementation Review
12:30-1:15 pm:	Wilson's Reading Foundations Lesson Implementation
1:15-1:45 pm	Lesson Reflection (Self)
1:45-2:15 pm	Lesson Reflection (Partner)
2:15-2:45 pm	Noticings and Wonderings

2:45-3:00 pm	Break
3:00-3:00 pm	Wrap-Up
3:00-3:30 pm	Session Evaluation



Lesson Study

Echo/Find Letters & Words

- Where does Dictation take place in your upcoming lesson?
- What is the focus of Dictation within this particular lesson?
- How will you monitor student success during Dictation?



Use the Wilson's Reading Foundations Daily Lesson Plan Template to support with your independent lesson study.

Role Play

Echo/Find Letters & Words

- Partner A is the Teacher, Partner B is the student (15 mins)
- Partner B is the Teacher, Partner A is the student (15 mins)

As the teacher, think about misconceptions students might have, as well as how you will give feedback to students in the moment to support their learning.

As the student, think about/identify any misconceptions that you might have when completing the dictation activity, and how it can be addressed prior to the activity.

Noticings & Wonderings

Lesson Prep

- What do you need in order to be successful this afternoon?
- How will you monitor student learning?



Review your completed Wilson's Reading Foundations Daily Lesson Plan Template to support with your lesson prep.

Next Steps

After lunch be prepared to:


1. Implement chosen Wilson's Reading Foundations Lesson of study.
2. Record Wilson's Reading Foundations lesson implemented.
3. Engage in reflection about lesson independently and with a partner.

LUNCH

Classroom Implementation Review

Review your grade level's Self Study checklist to review expectations for Dictation activities.

Review your daily lesson plan to prepare to teach upcoming Wilson's Reading Foundations lesson.




Classroom Implementation

- Record implemented Wilson's Reading Foundations Lesson
- Lesson must include Dictation activity

Lesson Reflection (Self)

1. Locate the portion of your video where you are teaching Dictation.
2. Use the Self-Study Checklist to evaluate the implementation of the activity.
3. What went well? What needs to be strengthened?
4. Did students meet the objective of the activity?
5. Use the notecatcher to record your thoughts.



Lesson Reflection (Partner)

1. Share the portion of your video where you are teaching Dictation with your partner.
2. Use the Self-Study Checklist to evaluate the implementation of the activity.
3. What went well? What needs to be strengthened?
4. Did students meet the objective of the activity? How do you know?
5. Use the notecatcher to record your thoughts.
6. Take turns with your partner sharing the record information.

Foundational Level K1 Tier 1 Learning Activity
Self-Study Checklist

Observation (by Partner)	Teacher	Student
Objectives	1	2
Teacher clearly communicates the activity objectives and purpose.	<input type="checkbox"/>	<input type="checkbox"/>
Activities	1	2
Teacher explains a clear plan for the activity to the students.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher models or demonstrates the activity clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher monitors the students to ensure they are following the plan.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher provides feedback to students as they work.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher asks the students to reflect on their work.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher asks the students to reflect on their work.	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	1	2
Teacher explains a clear plan for the activity to the students.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher models or demonstrates the activity clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher monitors the students to ensure they are following the plan.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher provides feedback to students as they work.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher asks the students to reflect on their work.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher asks the students to reflect on their work.	<input type="checkbox"/>	<input type="checkbox"/>

Noticings & Wonderings

Wrap Up & Evaluation

Day 2 Wilson's Reading Foundations Feedback

The results of this feedback form will assist the Academic Planning Team in developing and addressing academic and planning needs for the Wilson's Reading Foundations Program. Please complete this feedback form. Thank you in advance!

1. Email (optional)*

2. What information in the session was most helpful?

3. What information in the session was least helpful?

4. What information, if any, do you still need clarity on?

5. What other Wilson's Reading Foundations activities would you like to receive professional development on?

6. What are your professional learning needs?

Day 3:

Duration of Day 3: 7:30AM-3:30PM (7 hours)

Goals of Day 3:

The purpose of this professional development course is to develop a deeper understanding in the purpose of key activities within a Foundations lesson by:

1. Studying the Dictation (Dry Erase) activity within a lesson to determine its importance in building foundational skills.
2. Preparing for effective implementation of the Dictation (Dry Erase) activity within an upcoming lesson through role play.
3. Implementing the Dictation (Dry Erase) activity from Wilson's Reading Foundations lesson within the classroom.
4. Reflecting with colleagues on the implementation of the Dictation (Dry Erase) activity and determining next steps as needed.

Day 3 Agenda:

8:30-8:45 am: Wilson's Reading Foundations Overview

8:45-9:15 am: Dictation (Dry Erase) Overview

9:15-9:30 am: Dictation Demonstration Videos

9:30-9:45 am: Break

9:45-10:15 am: Lesson Study

10:15-10:45 am: Dictation Role Play

10:45-11:00 am: Noticings and Wonderings

11:00-11:15 am: Lesson Prep

11:15-11:30 am: Review Next Steps

11:30 am-12:15 pm: Lunch

12:15-12:30 pm: Classroom Implementation Review

12:30-1:15 pm: Wilson's Reading Foundations Lesson Implementation

1:15-1:45 pm: Lesson Reflection (Self)

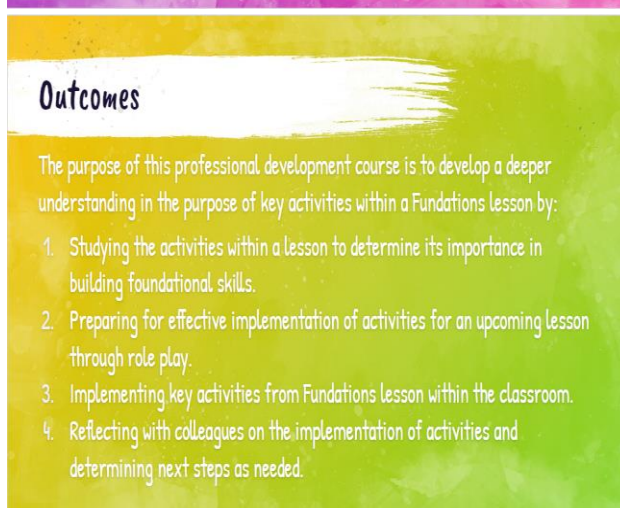
1:45-2:15 pm: Lesson Reflection (Partner)

2:15-2:45 pm: Noticings and Wonderings

2:45-3:00 pm: Break

3:00-3:00 pm: Wrap-Up

3:00-3:30 pm: Evaluation

Day 3 Slides:

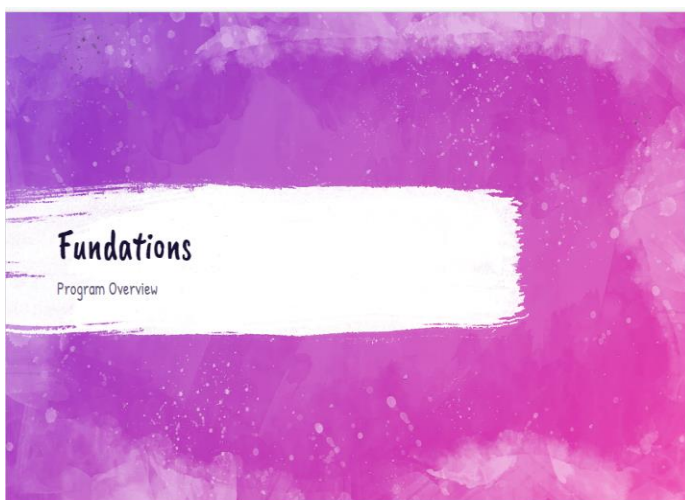
 A slide with a blue and purple watercolor background. A white brushstroke is across the middle. The text reads:

Agenda

8:30–8:45 am	Foundations Overview
8:45–9:15 am	Dictation (Dry Erase) Overview
9:15–9:30 am	Dictation Demonstration Videos
9:30–9:45 am	Break
9:45–10:15 am	Lesson Study
10:15–10:45 am	Dictation Role Play

10:45–11:00 am	Noticings and Wonderings
11:00–11:15 am	Lesson Prep
11:15–11:30 am	Review Next Steps
11:30 am–12:15 pm	Lunch
12:15–12:30 pm	Classroom Implementation Review
12:30–1:15 pm	Fundations Lesson Implementation
1:15–1:45 pm	Lesson Reflection (Self)
1:45–2:15 pm	Lesson Reflection (Partner)
2:15–2:45 pm	Noticings and Wonderings

2:45–3:00 pm	Break
3:00–3:00 pm	Wrap-Up
3:00–3:30 pm	Evaluation



Fundations Overview

What is Fundations?

- ✓ Thorough instruction in decoding, handwriting and spelling
- ✓ Multi-sensory, structured, systematic, cumulative and explicit

Why is Fundations Important?

- ✓ Can be used as a Tier 1 and/or Tier 2 Intervention
- ✓ Helps build the foundation for reading and spelling for students in Grades K-3



Dictation (Dry Erase)

Overview

Overview

Dictation (Dry Erase)

Why?

- ✓ Solidifies sound-symbol correspondence and letter formation
- ✓ Developing alphabetic principle
- ✓ Uses "I Do, You Do, We Do" model

What?

- ✓ Sounds
- ✓ Words
- ✓ Sentences

Lesson Prep

- What do you need in order to be successful this afternoon?
- How will you monitor student learning?



Review your completed Foundations Daily Lesson Plan Template to support with your lesson prep.

Next Steps

After lunch be prepared to:

1. Implement chosen Foundations lesson of study.
2. Record Foundations lesson implemented.
3. Engage in reflection about lesson independently and with a partner.

LUNCH

Classroom Implementation Review

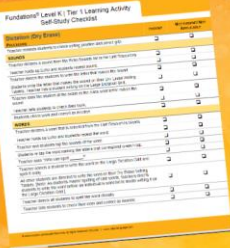
Review your grade level's Self Study checklist to review expectations for Dictation activities.

Review your daily lesson plan to prepare to teach upcoming Foundations Lesson.



Lesson Reflection (Partner)

1. Share the portion of your video where you are teaching Dictation with your partner.
2. Use the Self-Study Checklist to evaluate the implementation of the activity.
3. What went well? What needs to be strengthened?
4. Did students meet the objective of the activity? How do you know?
5. Use the notecatcher to record your thoughts.
6. Take turns with your partner sharing the record information.



Wrap Up & Evaluation

Day 3: Wilson's Reading Foundations Feedback

The results of this feedback form will assist the Academic Planning Team in developing and addressing academic and planning needs for the Wilson's Reading Foundations Program. Please complete this feedback form. Thank you in advance!

1. Email (Optional)*

2. What information in the session was most helpful?

3. What information in the session was least helpful?

4. What information, if any, do you still need clarity on?

5. What other Wilson's Reading Foundations activities would you like to receive professional development on?

6. What are your professional learning needs?

Appendix B: Letter of Request to Building Administrator

Date:

Dear _____.

My name is Kianga McKinney and I am a doctoral student at Walden University. I am conducting a study on understanding primary teachers' perceptions of the Wilson Reading Foundations Program. The purpose of this study is threefold: to obtain a deeper understanding of K through 3rd grade teachers' perceptions on whether WRFP is helping teachers to assist struggling readers to become proficient in reading in the elementary grades; to acquire K through 3rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP; and to determine teachers' perceptions on whether the program use has encouraged the teachers' shift in instructional practices to better help struggling readers. Reading achievement has been a primary focus of the district and state and the WRFP has been employed to assist in student reading achievement. This study will assist in gaining a deeper understanding of the influence teachers' perspectives have on the effective implementation of the curriculum and enable stakeholders in the consideration of support for teachers that are implementing the WRFP.

As a component of the data collection process, I will conduct Zoom meetings to host semi-structured interviews and classrooms observations with K through 3rd grade teachers that are participating in this study and analyze essential documents. Any information that is collected will be used for the purposes of this study only. All

participants will also be allowed to review and edit all transcriptions. The names of the participants and school of study will not be mentioned in the study. Participation is completely voluntary, and participants may withdraw from the study at any time. The study is completely anonymous; therefore, it does not require you to provide your name or any other identifying information. Support in the conduction of this study will allow me the opportunity to meet briefly in a virtual setting with K through 3rd grade teachers. As a component of the data collection process, I will organize times to conduct semi-structured interviews and conduct classroom observations via Zoom with K through 3rd grade teachers in your building. Any information that is collected will be used for the purposes of this study only. The names of the participants and school of study will not be mentioned in the study. I am asking for your support in the conduction of this study by allowing me the opportunity to meet briefly with your K through 3rd grade teachers.

I have obtained permission from Walden University (IRB#10-30-20-0391914) and the district's review committee to perform this study. I am available to meet with you or have a telephone conference to discuss the details of the study or to address any questions and/or concerns. You can also contact me 734-945-2266 or by email at kianga.mckinney@waldenu.edu. Thank you for your cooperation. Once the study has concluded a copy of the study will be submitted to you.

Sincerely,

Kianga McKinney

Appendix C: Principal Reminder Email

Date: _____

Dear _____

This email is a reminder of the meeting that has been scheduled for _____
at _____ pm for the K through 3rd grade teachers at your school. We will
meet in _____. Thank you in advance for your time and cooperation.

Sincerely,

Kianga McKinney

Appendix D: Invitational Email

Date:

Dear _____

My name is Kianga McKinney and I am a doctoral student at Walden University. I am conducting a research project on understanding primary teachers' perceptions of the Wilson Reading Foundations Program. The purpose of this study is threefold: to obtain a deeper understanding of K through 3rd grade teachers' perceptions on whether WRFP is helping teachers to assist struggling readers to become proficient in reading in the elementary grades; to acquire K through 3rd grade teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP; and to determine teachers' perceptions on whether the program use has encouraged the teachers' shift in instructional practices to better help struggling readers. Reading achievement has been a primary focus of the district and state and the WRFP has been employed to assist in student reading achievement. This study will assist in gaining a deeper understanding of the influence teachers' perspectives have on the effective implementation of curriculum and enable stakeholders in the consideration of support for teachers that are implementing the WRFP.

As a component of the data collection process, I will conduct Zoom meetings to host semi-structured interviews and conduct classroom observations with K through 3rd grade teachers that are participating in this study and analyze essential documents. Any information that is collected will be used for the purposes of this study only. All participants will also be allowed to review and edit all transcriptions. The names of the participants and school of study will not be mentioned in the study. Participation is completely voluntary, and you may withdraw from the study at any time. The study is completely anonymous; therefore, it does not require you to provide your name or any other identifying information. Support in the conduction of this study will allow me the opportunity to meet briefly in a virtual setting with K through 3rdgrade teachers. I have obtained permission from Walden University ((IRB#10-30-20-0391914) and the district's Institutional Review Board (IRB# 2020-032) to perform this study.

I will be hosting a Zoom meeting on _____ at _____ pm
the link is _____. I am asking for your attendance in this meeting
because you are a K through 3rd grade teacher who is implementing the Wilson Reading
Foundations Program. In the meeting I will further discuss the nature of the study and any
questions and/or concerns that you may have. You can also contact me 734-945-2266 or
by email at kianga.mckinney@waldenu.edu. Thank you for your cooperation.

Sincerely,

Kianga McKinney

Appendix E: Participants' Reminder Email

Date: _____

Dear _____

This email is a reminder of the meeting that has been scheduled for _____
at _____ pm for the K through 3rd grade teachers at your school. We will
meet in _____. Thank you in advance for your time and cooperation.

Sincerely,

Kianga McKinney

Appendix F: Follow-up Email/Consent Form

Date _____

Dear _____

I would like to thank you for meeting with me on _____ to discuss the study. As a K through 3rd grade teacher in this district, that is implementing the WRFP, you have the potential to provide information regarding this program. I would greatly appreciate your participation and in return you will have the opportunity gain a deeper understanding of the WRFP from the literature review and final project. Additionally, you may also gain knowledge on other teacher perceptions of this program and evidence-based strategies that may assist in improving your pedagogy. Furthermore, this study may promote social change by providing educators with knowledge about the implementation of the Wilson Reading Foundations Program for struggling K through 3rd grade readers.

As a participant in this study, you will be asked to participate in one-on-one semi structured interviews, classroom observations and submit essential documents such as lesson plans that will assist in the data collection process. You will also be granted the opportunity to review and the transcripts of your interview. As a participant in this study, you may be asked to participate in a follow-up meeting to clarify or answer any follow up questions. Your participation in this study will be anonymous, all identifying information

will be redacted from the research, pseudonyms will be used, any collected data will be locked in cabinet in my home office, uploaded documents and videos will be stored in password protected drive.

Please inform me of your willingness to participate in this study by emailing me at kianga.mckinney@waldenu.edu by _____. Participation in this study is voluntary. I greatly appreciate your cooperation.

Sincerely,

Kianga McKinney

Appendix G: Thank You Email

Date_____

Dear_____

I would like to thank you for expressing your willingness to participate in this study on understanding primary teachers' perceptions of the Wilson Reading Foundations Program. Your participation and perspective are a value to this study. To begin, I am requesting a date and time for us to meet for an interview within the two-week time frame indicated below. The interview will need to take place after normal school hours, at your school site and will last for approximately 45 minutes. Please respond promptly to reserve the date and time that is most convenient for you.

Sincerely,

Kianga McKinney

	Monday	Tuesday	Wednesday	Thursday	Friday
Week one					

(select a time after 3:05 pm)					
Week one (select a time after 3:05 pm)					

Appendix H: WRFP Interview Protocol

The interview protocol encompasses eight questions listed to provide information needed to address the research questions that are being used to guide this study on “Primary teachers perceptions of the Wilson Reading Foundations Program”. The following three questions are the research questions that structure this study:

1. What are K through 3rd teachers’ perceptions (people performing the action) on the degree to which WRFP (the action being performed) is helping teachers to assist struggling readers to become proficient in reading in the elementary grades?
2. What are K through 3rd teachers’ perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?
3. What are K through 3rd teachers’ perceptions (people performing the action) on how WRFP implementation (the action that is being performed) contributes to changes in instructional practices to better help struggling readers?

Thank you for your participation in this study. As a component of the data collection process within this study, interviews will be conducted, in which you will be asked to respond to the following questions. Responses will be audio recorded and transcribed. Any data collected will be confidential and the participant’s name will not be

disclosed in the study. You will receive a transcribed copy of the interview data to verify accuracy of the provided information.

6. What are your thoughts about the Wilson Reading Foundations Program assisting teachers on helping struggling readers?
 - a. Give an example of how WRFP assisted you with helping struggling readers become proficient in reading in the elementary grades?
 - b. Give an example of how WRFP did not assist you with helping struggling readers become proficient in reading in the elementary grades?

(RQ1: What are K through 3rd teachers' perceptions on whether WRFP is helping teachers to assist struggling readers to become proficient in reading in the elementary grades?)

7. How would you describe the strengths and challenges of each of the following components of the WRFP:
 - a. phonics
 - b. phonemic awareness
 - c. vocabulary development
 - d. fluency
 - e. reading comprehension

(RQ2: What are K through 3rd teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?)

8. Describe how you plan for the direct instruction component of the WRFP in your classroom? (RQ 2: What are K through 3rd teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?)
9. How does implementing the WRFP help or hinder the outcomes that you desire for student achievement? (RQ 2. What are K through 3rd teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?)
10. What would you describe as pros and cons of the WRFP? What would you identify as the strengths and weaknesses of the WRFP? (RQ 2. What are K through 3rd teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?)
11. What challenges did you experience in implementing the WRFP? What factors do you need to have to be successful in implementing the WRFP. (RQ 2. What are K through 3rd teachers' perceptions on the strengths and challenges of the direct instruction component of the WRFP as it has been implemented in schools?)

12. What was the greatest impact that, the WRFP had on your teaching practices?

(RQ 3. What are K through 3rd teachers' perceptions on how the use of this program has resulted in a shift in instructional practices to better help struggling readers?)

13. How has your instructional practices in assisting struggling readers shifted since implementing the WRFP? (RQ 3. What are K through 3rd teachers' perceptions on how the use of this program has resulted in a shift in instructional practices to better help struggling readers?)

Appendix I: Excerpt from T2 Interview Transcript

Participant Background Information:

Participants Name: Teacher 2 (T2)

How many years have you been teaching? 15

How many years have you been implementing Foundations? 1 year 3rd, 3 years for K,

What other reading/phonics curriculum have you implemented? Open Court

- 1) What are your thoughts on how WRFP is assisting teachers with developing proficient readers? I really like that it is a fun and engaging program that you can start in Pre K and continue to the 3rd grade. You can continue to build on foundational reading rules and skills. I like that it has different components like letter keyword sound and they get different activities that touch on different reading skills. I thought it worked really good for those ELL learners. It works best if it could be used in a small group setting.
 - a. Give an example of how WRFP assisted you with developing proficient readers in the elementary grades? In K last growth year I had a group of like 5 or 6 that came on a level B of TRC like being able to read simple sentences and doing that story time pieces allowed them to get a double dose of reading skills. We saw tremendous growth.
 - b. Give an example of how WRFP did not assist you with developing proficient readers in the elementary grades ? My school schedule was that

Appendix J: Excerpt from Open Coding Chart

Participant	Research question	Response	Common words, patterns or phrases
T1-1	<p>What are your thoughts about the WRFP assisting teachers in helping struggling readers?</p> <p>a.) Give an example of how WRFP assisted you with helping struggling readers become proficient in reading in the elementary grades?</p> <p>b.) Give an example of how WRFP did not assist you with helping struggling readers become proficient in reading in the elementary grades?</p>	<p>a. Foundations provides a fun curriculum that teaches phonics. Students get an understanding of what and why they are doing to teach them how to read. When implementing instruction students have to give careful attention to the rules of spelling, while marking their words, learning digraphs, bonus letters, suffixes and more. This increases students metacognition to encourage them to be thoughtful about the reading process.</p> <p>b. Foundations does not incorporate comprehension skills to build proficient readers. This program teaches how to read but does not incorporate the understanding piece.</p>	<ul style="list-style-type: none"> ● Fun program ● Teaches students how to read ● Implementing instruction

T2-1	What are your thoughts about the Wilson Reading Foundations Program assisting teachers in helping	I really like that it is a fun and engaging program that you can start in Pre K and continue to the 3rd	<ul style="list-style-type: none">• Fun/engaging• Teaches students how to read
------	---	---	---

Appendix K: Observation Protocol

Teacher: _____ Observer: _____
 Number of students in class/group _____ Length of Lesson (minutes) _____
 Foundations Level _____ Unit: _____ Week: _____ Day: _____

Indicate the Activities in the lesson being observed. (Number the activities in the order that they are implemented.)

I. Observation Protocol				
Number Activity	Activity Name	Observed	Not Observed	Was the activity implemented with fidelity (comments)?
	Dictation/Composition			
	Letter-Keyword-Sound			
	Make It Fun			
	Dictation/Dry Erase			
	Alphabetical Order			
	Dictation/Composition			
	Letter-Keyword-Sound			
	Storytime			
	Drill Sounds			
	Echo/Letter Formation			

	Trick Words			
	Echo/Find Letters			
	Sky Write/Letter			
	Word of the Day Formation			
	Echo/Find Sounds & words			
	Word Talk			
	Vowel Extension			
	Introduce New Concept			
II. General Lesson Procedures				
Activity	Observed	Not Observed	Was the activity implemented with fidelity (comments)?	
Teacher prepares a written lesson plan for every session.				
Lesson Activities are presented in the order prescribed for the unit/week/day				
Lesson Activity pacing is appropriate				
Teacher circulates the room to check students' work.				
Lessons focus on trouble spots and review previously taught concepts.				

Lessons include discussion of vocabulary.			
Teacher is able to manage materials to transition from one activity to the next.			
Questioning techniques are used throughout the lesson (check understanding, review, and correct errors).			
III. Items from the Lesson Plan Checklist			
What is the current assessment data? (RQ:1)	Instructional Challenges (RQ:2) (Sub question 2)	Explain how this lesson aligns to your assessment data	Explain any teacher instructional moves/practices that have been adjusted during the lesson (RQ:3)

Appendix L: Excerpt of Observation Protocol

Teacher: T2 Observer: McKinney
 Number of students in class/group _____ Length of Lesson (minutes) _____
 Foundations Level 1 Unit: 2 Week: 1 Day: 3

Indicate the Activities in the lesson being observed. (Number the activities in the order that they are implemented.)

I. Observation Protocol				
Number Activity	Activity Name	Observed	Not Observed	Was the activity implemented with fidelity (comments)?
	Dictation/Composition		X	
	Letter-Keyword-Sound		X	
	Make It Fun	X		In the teacher's manual students were supposed to participate in the Make it Fun activity individually but the teacher selected the letters and had the entire class respond to the 3 questions (whole group)
	Dictation/Dry Erase	X		In the teacher's manual the teacher was supposed to select a student to come to the board and write the letters on the large grid and then students

				were supposed to write the letter on their boards. The teacher omitted the student writing the letter on the large grid and instead the teacher wrote the letters on the large grid.
	Alphabetical Order		X	
	Dictation/Composition		X	
	Letter-Keyword-Sound		X	
	Storytime		X	
	Drill Sounds	X		This activity was implemented with fidelity.