2016

Middle School Success Reading Intervention Strategies

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COLLEGE OF EDUCATION

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2016

Abstract

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MA, Kean University, 2009

BS, New Jersey City University, 2002

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Administrator Leadership for Teaching and Learning

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Abstract

Guided by the cognitive development view of reading interventions, this qualitative case study addressed the lack of intervention programs in middle schools in a large city in New Jersey State. The purpose of the study was to examine teachers' perceptions of intervention programs for low-performing readers. Research questions addressed the intervention strategies to improve students' learning, school culture, and teaching styles used to teach them. Survey questions were sent to 25 teachers chosen randomly from 5 schools in the school district. Surveys were analyzed by developing codes, clustering themes, and then developing a full description from the teachers' perspectives. The findings showed the need for a policy recommendation to address the gaps in the intervention programs, reduce students' reading predicaments, and enhance teacher participation in constant, job-embedded professional development. These findings will contribute to positive social change by informing a school-wide positive reading culture across these middle schools.

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Dedication

This study is dedicated to my four children and my husband. I am blessed and

very grateful for my caring children who believed that I could accomplish my goals, with

God as the creator of all things as well as the head of my life. I am absolutely blessed

with dedicated children, Victor, Chimnemerem, Chinonyerem, and Chidoziem Ikwuegbu,

who are always compassionate and provided encouraging praises to keep me alert to

complete my doctoral study. I am grateful for my husband, the Honorable Richard

Ikwuegbu, for his emotional support and encouragement in assisting me to attain my

educational goal.

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Section 1: The Problem

Introduction

In an urban school district located in northeast New Jersey, the middle school students have been scoring low on district and state assessments. On the New Jersey Assessment of Skills and Knowledge (NJASK; State of New Jersey Department of Education, 2015), approximately 75% of students at the research sites performed poorly on the state reading assessment. According to NJASK, 40% of third grade students in New Jersey are not reading at their grade level. Moreover, many states, including New Jersey, have an achievement gap between economically disadvantaged students and their wealthier peers (National Assessment of Educational Progress [NAEP], 2015). Due to academic underachievement in their K–12 years, nearly 90% of New Jersey students entering community colleges require remediation in reading and writing (Education Transformation Task Force, 2012).

In this project study, I sought out to examine middle school teachers' perceptions on intervention programs that could help struggling readers. In this section, I will provide a definition of the problem of struggling readers and explain how such reading difficulties manifest in the educational surroundings. I will also provide evidence that demonstrates the problem of struggling readers in the local perspective. The rationale for studying teachers' perceptions of intervention programs will then be provided for an understanding of the problem in order to reduce students reading difficulties in schools and contribute to social change. Later in this section, I will present the definition of the

key terms, share the research questions that guide the study, and close with a review of

the literature concerning the students reading problems and intervention strategies.

Definition of the Problem

Administrators in the New Jersey middle schools that I selected as the participant

site for this study examined new approaches to increasing test scores in the district.

School administrators in the district have created taskforce teams to analyze ways to

increase student academic achievement. In the final report, provided September 5, 2012,

the task force, along with administrators, stressed that educators should apply various

strategies to increase test scores (Education Transformation Task Force, 2012).

According to the task force, a new operating idea can better position all schools to

succeed and lead to improved student achievement (Education Transformation Task

Force, 2012). This is due to the fact that the students have been scoring below their grade

level on the district and state examinations.

Newark schools have been at the center of debates about urban educational reform

in New Jersey and countrywide (Education Transformation Task Force, 2012). Since

1995, New Jersey's education authorities have operated the Newark School District, the

state's largest school district (Education Transformation Task Force, 2012). The district

was taken over by the state because of poor student achievement and fiscal and

operational problems (Rutgers University, 2012). Sixteen years later, the Newark School

District is still under state control (Education Transformation Task Force, 2012). The

mayor of Newark, New Jersey, created the Partnership for Education in Newark in

October 2010 to implement a community-engagement project focused on the

community's perceptions and beliefs about the state of public education in the city (Rutgers University, 2012). The project assessed the community's views on how to improve public education. (Rutgers University, 2012).

Many types of programs can help improve students' performance in reading. One example is cooperative-learning programs in which students work in small groups to assist each other in mastering the academic curriculum (Rutgers University, 2012). Consequently, Newark residents recommended that they become stakeholders in determining the direction of educational reform in the city (Northeastern States Research Cooperative, 2016). Regardless of the differences among stakeholders, the Northeastern States Research Cooperative indicated that the community wants the same provision of an excellent education for all children in a large school district in northeast New Jersey school.

<center>**Rationale**</center>

Evidence of the Problem at the Local Level

Many reading strategies support students in the classroom to be effective in their work. However, teachers at the study sites face the challenges of educating students with deficiencies in reading and low test scores (National Center for the Study of Adult Learning and Literacy [NCSALL], 2007). Because of budget cuts, supplementary educational services in which low-performing students can use technology to improve their performance removed at the research site and replaced with an after-school program that did not challenge students educationally (NPS, 2012). The purpose of this case study was to examine teachers' perceptions of intervention programs for struggling readers at

the research site. For this reason, this research project gave more attention to the low passing rate of middle school students in the 2011-2014 NJASK in a large school district in the Northeast.

Evidence of the Problem from the Professional Literature

Students have the potential to become good students if they are introduced to rigorous reading practices and exposed to emergent reading skills through a rigorous reading program. For example, researchers found positive achievement effects for success by focusing on teaching children to recognize, distinguish, erase, part, or combine parts of verbal words (Slavin, Lake, Chambers, Cheung, & Davis, 2009). The National Literacy Project reaffirmed this idea by stating, "Struggling readers are already behind and the job of educators is to accelerate their learning" (p. 5). One-to-one instruction from educators and reading experts is the best standard among interventions for struggling readers. "It is the most expensive solution, but the expense is more than justified if it can make a substantial difference for children at a critical point in their reading development and therefore reduce later needs for special education, remediation, or grade retention" (R.E. Slavin et al. / Educational Research Review 6 (2011) 1–26)

Definitions

Amalgamation: Amalgamation is the process of combining or uniting multiple entities into one form ("Amalgamation", 2009). Amalgamation is the union of multiple companies to form one company (Author, 2012). When companies form a union, they eliminate competition without competitions capital increased while establishment and management cost will decrease. Another importance of amalgamation is the secure of

benefits of large-scale production and research facilities may increase

(http://accountlearning.blogspot.com, 2011).

Credibility: Credibility is the quality or power of inspiring belief ("Credibility",

2009a) or the believability of a source or message ("Credibility," 2009b). Informed

consent helps protect participants from any unethical harm and ensures confidentiality,

which shows credibility on the part of the research. In order words, the research will

accurately represent what the participants' think, feel, as well as the processes that

influence the participants' thoughts and feelings (Lodico & Voegtle, 2010).

Dependability: Dependability is a value showing the reliability of a person to

others because of the qualities of integrity, truthfulness, and trustfulness, traits that can

encourage others to depend on a person ("Dependability," 2009). Showing the

dependability in a research, it should use not only to educate and produce knowledge but

also to empower people (Lodico, Spaulding, & Voegtle, 2010).

Intervention program: Intervention is the act of intervening, interfering, or

interceding with the intent of modifying the outcome ("Intervention program," 2009a).

Intervention programs are special programs instituted for the purposes of intervening or

correcting a problem ("Intervention program," 2009b). Using achievement tests are

associated with measuring what the student learned and intervention strategies used to

help the students learn (Lodico et al., 2010).

No Child Left Behind Act (NCLB): The 2002 update of the Elementary and

Secondary Education Act effectively scaled up the federal role in holding schools

responsible for student outcomes (NCLB Act 2012). It was the product of a partnership

between civil rights and business groups, as well as both Democrats and Republicans on Capitol Hill and the Bush administration, which sought to advance American educational affordability and close the achievement gap between poor and minority students and their more advantaged peers (NCLB act 2012). No Child Left Behind has created encouragements for states to lower their standards and emphasized punishing failure over rewarding accomplishment focused on absolute scores, rather than recognizing growth, and prescribed a pass-fail, one-size-fits-all series of interventions for schools that miss their goals (NCLB act 2012).

In 2012, the Congress would not act to authorized Elementary and Secondary Education Act (ESEA) flexibility (NCLB act 2012). The Obama's Administration moved forward to offer states flexibility within the law as authorized by provisions in the law itself to pursue comprehensive plans to improve educational outcomes for all students, close achievement gaps, and improve the quality of teaching (NCLB act 2012). ESEA flexibility will let states, schools, and teachers develop and implement effective ways to give children the skills they need to compete for the careers of the future, while upholding a high bar for the achievement of all students (NCLB act 2012).

Therefore, to receive flexibility from NCLB, states must adopt and have a strong plan to implement college and career ready standards (U.S Department of Education). States must also create widespread systems of teacher and principal development and evaluation and support that include factors beyond test scores, such as principal observations, peer reviews, student work, or parent and student feedback (U.S Department of Education). States receiving waivers must set new performance targets to

improve student achievement and close achievement gaps. The states receiving flexibility also must implement accountability systems that recognize and reward high-performing schools and those that are making significant improvements, while targeting rigorous and inclusive interventions for the lowest-performing schools and schools with the largest achievement gaps (U.S Department of Education).

Thus, under the new state-developed accountability systems, (NCLB act 2012)all schools will develop and implement plans for improving educational outcomes for underachieving subdivisions of students. Unlike the one-size-fits-all interventions imposed by NCLB, states and districts can design improvement strategies and allot federal resources in ways that best meet the needs of their schools and students, while maintaining continued transparency on student performance and achievement gaps (U.S Department of Education).

President Obama had called on Congress to work across the lane to fix the law even as his management offers solutions for states to help prepare all students for college and career readiness (U.S Department of Education). In March of 2010, the Obama administration sent to Congress a proposal for reform of the ESEA, addressing the issues created by NCLB, while continuing to attempt to close the achievement gap (The White House, 2016).

Stakeholders: A stakeholder is one who is involved in or affected by a course of action .Parents, students, educators, politicians and communities are hopeful that the new accountability will bring an increase achievement for students in America (Lodico et al., 2010).

Theoretical: Theoretical ideas calculated through theory rather than through experience or practice ("Theoretical," 2009). Theories are useful tools in helping to improve education. Therefore, researchers should collaborate fully with participants to understand what works (Lodico et al., 2010).

Transferability: Transferability is the quality of being exchangeable ("Transferability," 2009). Transferability refers to the degree of similarity between the research site and other sites, as judged by the reader. Transferability also refers to how well the study makes it possible for readers to decide whether similar issues will be a work in their communities by understanding in depth how the issues happened at the research site (Lodico et al., 2010).

Significance

In this study, I examined the impact reading intervention programs may have on the development and academic advancement of a child. The findings from this study may help district stakeholders develop awareness of deficiencies in reading intervention programs. Teachers may become more interested in making the needed changes and adjustments to help struggling readers read fluently. The findings may work to inform teachers in their efforts to prevent or remediate skill deficiencies for students who are performing below their grade level. The findings from this study may also provide real world applications to engage students.

This research study may also enable the school district to best determine how to manage schools in which a subgroup of students persistently fails to meet performance targets. Participating schools may provide public school choice and supplemental

services to failing students, and ultimately, streamline the school's authority. The results of intervention programs may contribute to positive social change by helping teachers improve their educational practice. Participants and the school district may be able to create and apply ideas and strategies that will help them promote academic improvement in their students' work.

Guiding/Research Questions

My goal with this study was to understand teachers' perceptions of their knowledge of intervention programs and students who exhibit reading problems. I selected the qualitative research methodology and case study design to examine in-depth the views and values of the teachers in a local school district in northeast New Jersey. The following research questions guided the study: The research questions helped to know the participants' view in reading intervention.

- How are teachers experiencing the implementation of intervention programs?
- How are teachers addressing the implementation of intervention programs?
- To what extent are these intervention programs likely to combat widespread literacy problems in a New Jersey urban school district?
- How will the intervention program lead students to be prospective readers?

The aim of this case study was to gather strategies from participants at the study site that will enable struggling readers to become potential readers. Researchers found that children have the potential to become good students if they are exposed to rigorous reading practices at an early age (McGrew & Evans, 2004). Supplementary educational

services, in which low-performing students can use technology to improve their

performance, may influence students' achievement in general (McGrew & Evans, 2004).

Review of the Literature

In this literature review, I will present published information (McGrew & Evans,

2004). In the field on intervention programs that helped create a foundation and

justification for this study. Various intervention programs that helped students succeed in

reading effectively were discovered. To find sources for the literature review, I accessed

the online Walden University Library and searched the following databases: SAGE

Research Method online, Ed/ITLib Digital Library, Educational Resource Information

(ERIC), and ProQuest Central. The key terms I used to find sources for the literature

review included: intervention programs, educators' perception, reading strategies,

retention, reading classroom strategies, helping struggling readers, ABCs of teaching

reading, qualitative research, and intervention output. Boolean searches in several related

educational-research databases were also used.

I also used related textbooks as well as public data retrieved online to gather a

diverse selection of educators' perceptions. I also categorized articles to explain the

problem addressed at the local level. The following key terms were searched for the

conceptual framework aspect of this study: student learning, school culture, and teaching

style. I continued to review existing literature and added additional information until total

saturation was reached. The articles found and used were published within the last 5

years of the time this study was completed.

Conceptual Framework

The framework of this study was based on how culture affects and shapes cognitive development. Vygotsky defined cognitive development as the construction of thought development, including word retention, problem solving, and decision making, from childhood through adolescence to adulthood (McLeod, 2007). Understanding Vygotsky's theories on cognitive development can help educators to understand how children's brains develop and grow strategies for assisting in a child's cognitive maturity. Vygotsky placed more emphasis on culture affecting and shaping cognitive growth (McLeod, 2007). Vygotsky assumed cognitive progress varies across cultures; Vygotsky placed significantly more emphasis on social factors contributing to cognitive advance. (McLeod, 2007). Vygotsky explained that cognitive improvement stems from social interactions through guided learning within the zone of proximal development as children and their partners co-construct knowledge (McLeod, 2012). For Vygotsky, the environment that children grow up will influence how they think and what they think. (McLeod, 2012). Vygotsky placed more emphasis on the role of language in cognitive development. The cognitive development results from an internalization of language (McLeod, 2012). In Vygotsky's work, thought and language are originally separate systems from the beginning of life, merging at around 3 years of age, producing verbal thought and inner speech. (McLeod,2012).

According to research, significant people in a student's life are an important source of cognitive development. Adults transfer their culture's tools of intellectual adaptation that children adopt (McLeod, 2012). Vygotsky claimed that infants are born

with the basic materials and the abilities for intellectual development (McLeod, 2012).

Research has discussed the tools of intellectual adaptation; these allow children to use the

basic mental functions more effectively and adaptively and are culturally determined

(McLeod, 2012). Therefore, researchers see cognitive functions, even those carried out

unaided, as affected by the beliefs, values, and tools of intellectual adaptation of the

culture in which a person develops and are therefore socio-culturally determined.

(McLeod,2012). The tools of intellectual adaptation therefore vary from culture to

culture example. Vygotsky believed that children do tend to become a product of their

family and environmental influences (McLeod, 2012). However, research placed more

emphasis on social contributions to the process of development. According to Vygotsky,

much important learning by a child occurs through social interaction with a skillful tutor

(McLeod, 2012). The tutor may model behaviors and/or provide verbal instructions for

the child. Research refers to this as cooperative or collaborative dialogue. The child seeks

to understand the actions or instructions provided by the tutor, often the parent or a

teacher then internalizes the information, using it to monitor their own performance

(McLeod, 2012). Two of the main principles of Vygotsky's work on cognitive

development are the more knowledgeable other (MKO) and the zone of proximal

development (ZPD). I will explore these principles further in the following subsections.

More Knowledgeable Other (MKO)

The MKO refers to someone who has a better understanding or a higher ability

level than the learner, with respect to a particular task, process, or concept (McLeod,

2012). Although the implication is that the MKO is a teacher or an older adult, this is not

necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience. For example, who is more likely to know more about the newest teenage music groups, as well as how to win at the most recent video game or how to perform the newest dance correctly? In fact, the MKO need not be a person at all. Some companies, to support employees in their learning process, are now using electronic performance support systems (McLeod, 2012). Electronic tutors are also used in educational settings to facilitate and guide students through the learning process (McLeod, 2012). The key to MKOs is that they must have or be programmed with more knowledge about the topic learned than the learner does (McLeod, 2012).

Zone of Proximal Development

The concept of the MKO is integrally related to the second important principle of Vygotsky's work, the ZPD. This is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner (McLeod, 2012). Vygotsky (1987) notes that private speech does not merely accompany a child's activity but acts as a tool used by the developing child to facilitate cognitive processes, such as overcoming task difficulties, improving imagination, thinking, and sensible awareness. Children use private speech most often during intermediate difficulty tasks because they are attempting to self-regulate by verbally planning and organizing their thoughts (Winsler et al., 2007). The frequency and content of private speech is correlated with behavior or performance (Winsler et al., 2007). For example, private speech appears functionally related to

cognitive performance: It appears at times of difficulty with a task (e.g., tasks related to executive function; (Fernyhough & Fradley, 2005).

   The concepts of the ZPD and scaffolding are an important application for teachers to use in the classroom. These concepts allow teachers to realize what a child can do if they have assistance. The teachers can then provide the necessary support to help a child develop the skill on their own. For younger children in particular, educators need to focus on providing an environment that encourages the children to engage in creative play because the role-playing they engage in will help them to develop language and thinking skills (McLeod, 2012). People construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (McLeod, 2012).   When students encounter something new, they have to reconcile it with their previous ideas and experience (McLeod, 2012). The students may change what they believe, or the students may discard the new information as irrelevant. In any case, people are active creators of their own knowledge. To do this, people must ask questions, explore, and assess what they know (McLeod, 2012).

   Conceptual and cognitive development work together and build on each other. Cognitive development is dependent on the ZPD (McLeod, 2012). Vygotsky defined the ZPD as the distance between the most difficult task a child can do alone and the mainly difficult task a child can do with help (McLeod, 2012).   Becoming knowledgeable of students' ZPD may assist teachers in providing the suitable support needed to complete the required task. Learning in a speculative classroom can point towards a number of different teaching practices (McLeod, 2012). . Logically speaking, the classroom usually

means encouraging students to use active techniques (experiments and real-world problem solving) to generate more knowledge, reflect on and talk about what they are doing, and how their understanding is changing (McLeod, 2012).

Kelley and Clausen-Grace (2011) explained that students have difficulty learning if they are not engaged in the learning process. The authors also indicated that highly engaged readers demonstrated higher levels of reading achievement. When engaging students in the learning process, teachers facilitate lessons instead of using the traditional lecture-based teaching approach Kelley and Clausen-Grace (2011). Researchers did not believe in basing students' success on test results, but believed that teacher observations about students were as valid as test results (Tolbert, 2012).Therefore students' academic performance is used on the teachers' evaluation in the northeastern school district.

Intervention strategies allow the teacher to design students' instruction based on observations and results of the data from the survey (Tolbert, 2012). Teachers are an essential part of the learning process. Students rely on the capability of the teacher to acquire needed knowledge. Tolbert (2012) also described the role of the teacher as important and instrumental in the student's ability to accomplish new skills and discussed ways in which the student's surroundings are helpful in motivating the student's cognitive development. Many research findings discuss how learning and students' development are similar but indistinguishable, the combination of instructing the child and honoring the child's individual development optimizes learning (Mooney, 2013, p. 110). Learning takes place when the students can perform a new skill with support from the teacher in the student's ZPD. Vygotsky believed that the adult participating in the

academic experience is responsible for sharing knowledge with students so that learning can occur (Mooney, 2013, p. 110).

Accountability

Teacher accountability has been the focus of many deliberations in the United States (Ladd, & Lauren, 2010). The introduction of NCLB (2002) affected the responsibility of teachers (Teacher Education Association [TEA], 2011a). Teachers have been obliged to ensure that their instruction aligned with state curriculum (TEA, 2011a). Schools are not only accountable for student's achievement; rather they are also responsible for the progress of various subgroups (TEA, 2011a). Educators know that many students enter school with poor reading skills, language barriers, as well as no motivation to read (TEA, 2011a).

As a result, some schools attempt to place struggling readers in special education classes because of the pressure to meet accountability targets (Ladd & Lauren, 2010). Teachers have been required to ensure the success of each student in the school, and therefore, the state and federal accountability system's primary concern is local districts meeting learning targets on high-stakes tests (TEA, 2011a). As a result, local schools are not meeting learning targets on the state's high-stakes test (NJASK; New Jersey Department of Education, 2011), Musoleno and White (2010) stated that teachers were under stress due to high-stakes testing. Because of the stress, the teachers felt that too much energy spent on testing and test preparation and not enough focus on teaching creative and engaging instructions Musoleno and White (2010).

High stakes testing is used to determine if schools and districts meet Adequate Yearly Progress [AYP] (TEA, 2012a). According to Wright (2009), "the pressure felt by educators has motivated them to cut corners when preparing children to take high-stakes tests" (p. 117). The researcher suggested that many schools cheat by allowing the students more time on tests and allowing them to work ahead on sections before the testing day. The results of this study added that the more scandalous problems have involved changing students' answers after the tests have been completed. Other results found teaching specific responses to test questions ("teaching to the test") and "helping students while the test is in progress" (Wright, 2009, p. 118). The problem with teaching to the test is that students are not receiving content knowledge and are lacking ability needed to achieve academically (Wright, 2009).

Elementary and Secondary Education Act (ESEA)

NCLB is currently being reformed as states have moved forward with education reforms (Wright, 2009). The most current version of the ESEA act stands in the way of this reform (Wright, 2009). President Obama and his administration explained that reforming schools to deliver an excellent education is a shared responsibility (Wright, 2009). Our nation's teachers and principals cannot shoulder the task alone. The Obama administration agreed to foster school environments where teachers have the time to collaborate, the opportunities to lead, and the respect that all professionals deserve (Wright, 2009). Obama and the administration recognized the importance of communities and families in supporting the children's education because a parent is a child's first teacher (Wright, 2009). The Obama administration agreed to support families,

communities, and schools working in partnership to deliver services and supports that address the full range of student needs (Wright, 2009).

Obama's administration explained that this effort will also require the administration's best thinking and resources to funding innovative approaches to teaching and learning to bring lasting change to the lowest-performing schools and to examine and evaluate what works and what can work better in America's schools (Wright, 2009). Instead of labeling failures, the administration wants to reward success. "Instead of a single snapshot, we will recognize progress and growth. Instead of investing in the status quo, we must reform our schools to accelerate student achievement, close achievement gaps, inspire our children to excel, and turn around those schools that for too many young Americans are not providing them with the education they need to succeed in college and a career "(United States of America Department of Education, 2011).

Elementary and Secondary Education Act (2015)

Billions of dollars spent on increasing reading achievement, but reading test scores have not increased (United States Department of Education, 2011a). The National Center for Educational Statistics (NCES; 2015) reported that fourth grade students' average reading score in 2011 did not change from their average reading score in 2009. However, Grade 8 students' average reading score was 1 point higher in 2011 than in 2009. The Institute of Education Sciences (IES; 2011), showed that reading scores among fourth and eighth grade students remained relatively flat for the past two years. Jehlen (2011) stated that high-stakes testing is not the answer. High-stakes testing has caused many teachers to feel the stress of ensuring that students meet or exceed expectations on

state assessments and are teaching students to pass a test versus teaching students to read for success.

Factors Contributing to Reading Fluency

The literature review for this study revealed that researchers do recognize many reasons why a child may struggle with reading fluency. Children with reading difficulties showed weaknesses in phonological awareness and literacy as well as in phonological oral-language skills and nonverbal reasoning (Duff, Hayiou-Thomas, & Hulme, 2012). Studies also support the fact that teachers could create multilingual classroom communities that would support student achievement in reading. Readers must have ample time to read a lot and they must have texts they can read independently. The following are some of the sources we recommend consulting to learn more about the research in this area. Allington, R.L. McCuiston, K & Billen, M. (2014).

Assessing Reading Fluency in Students

Educators use numerous ways to assess reading literacy in students and use various criteria to help at-risk students achieve success in reading in their classrooms (Bergmann & Brough, 2012), such as studies suggest that teachers in the school districts could use more innovative school-wide intervention programs to assess reading fluency in students. Teachers and literacy coaches could use designated practical assessments to evaluate key areas in students' reading performance. In the local district, teachers and administrators must implement only proven assessments to monitor and assess student progress. The local school district may implement assessments and instructional

strategies as part of the curriculum and practical strategies modeled to help students work through their problem areas.

Classroom Interventions for Struggling Readers

Many classrooms in one-on-one reading interventions have proven to be successful for struggling readers. Students who received intervention instructions and guided practice that included using manipulative to learn phoneme-grapheme relationships, words, and writing phoneme-grapheme relationships and words made from correspondence outperformed students who were not receiving intervention instruction (Weiser & Mathes, 2011). Educational implications of these findings suggest support exists for using encoding instruction to increase the literacy performances of at-risk primary-grade students and that encoding instruction can be successful in improving the reading and spelling performances of older students with learning disabilities (Weiser & Mathis, 2011).

Researchers have also found evidence to support the transfer effects of early encoding instruction on later reading, writing, and spelling performance (Wood, Mustian, & Cooke, 2012). Many researchers showed how using the comparing whole-word and morph graph instruction intervention helped students with disabilities improve in vocabulary (Wood, et al 2012). The Newark Public Schools NPS district must reintroduce the implementation of intervention programs that will enable students to be successful in reading. Many ways exist to help at-risk students achieve reading success. Carrie (2011) posited that parental involvement in the schools and curriculum is necessary to increase student achievement. Parents must advocate for an educational

infrastructure that promotes literacy development for every student, including non-reading adolescents and younger struggling readers (Carris, 2011). Helping parents of NPS advocate for empowering literacy development for students struggling in reading may increase reading achievement for all students.

Use of Technology Reading Interventions

To enable students to achieve greater success in reading and education in general, better teaching strategies must be adopted that will keep up with changes in the 21st century, especially in the areas of technology (Natural Language Processing, 2014). Fluency and comprehension relate to reading skill (Natural Language Processing, 2014). Educators must use proper instruction to ensure struggling readers reach appropriate levels of fluency and comprehension. Instruction style, effective communication, and well-established teaching strategies are keys in controlling students' interest and focus. To keep students interested in learning to read, schools should provide adequate technology to help students struggling with phonological awareness (Allington, 2014). Educators found that technologies such as eBook, smartphones, and tablet computers have a positive impact on reading pedagogy from the elementary level to the high school level (Felvégi & Matthew, 2012). These technologies used to support targeted intervention programs for educationally needy children (Felvégi & Matthew, 2012).

Researchers explored how to help educators become aware of emerging technologies and how these technologies used to tackle the complexities of new literacy development (Karchmer-Klein & Shinas, 2012). Teachers must realize that technology-savvy students may not be skilled readers and writers of web-based texts (Karchmer-

Klein & Shinas, 2012). Although technology can be useful in helping students become fluent readers, teachers must develop assessments to evaluate 21st-century computer skills in their students for these computer interventions to be successful. Teachers and principals must incorporate intervention programs to help prepare students to become effective readers of digital texts. Innovative research literacy translated into new classroom practices. Researchers have described effective interventions for word recognition, spelling, fluency, vocabulary, comprehension, and writing, complete with concrete examples and teaching scripts (O'Connor & Vadasy, 2011). Intervention programs could help students improve from pretest to posttest on all assessments (Spear-Swerling, 2009). The introduction of 16mm film in the 1950s and early drill-and-practice computer programs in the 1970s and 1980s encouraged interest in determining the effects of technology compared to traditional models of instruction (Morrison, Ross, Kemp, & Kalman, 2010).

The growth of technology usage in education, through such applications as distance education, Internet access, educational games, and replications has raised motivation enormously. For instance, between 2004 and 2009, the number of yearly manuscript submissions to the research section of Educational Technology Research and Development, a top-ranked international journal, rose from 75 to 129, a growth of 72% of students benefiting form of technology. (2006, as cited in Nolen, 2009, p. 286). Calfee (2006), as cited in Nolen (2009), categorized educational technology as one of the "really important problems" examined by psychology researchers. Nevertheless, concerns have been elevated about the influence and excellence of educational technology research.

Regarding this impact, Nolen concluded, from an analysis of the content of 758

educational-psychology studies published in leading journals, that technology

outstandingly protected other topics, such as classroom achievement, learning and

memory, motivation, and cognition, as a focus of research in the larger educational

psychology field. Only 5.6% ($n = 43$) of the articles in the Nolen meta-analysis addressed

issues around educational technology and learning. Another 2.5% ($n = 19$) examined

educational technology and the learning environment. Given the amount of technology

available to students and to schools, it seems mandatory that educational instructional

developers examine the impact of technology on schooling (Nolen, 2009, p. 286). READ

180 is a computerized software-instruction program that combines research-based

practices of reading instruction with the use of technology in the classroom to enhance

reading accomplishment and ability of low-performing readers. READ 180 can be

effective in the educational field if used well.

Student Performances

The best way to improve students' learning is to invest in the learning of adults

who serve them (Loertscher, Dufour, Dufour, & Eaker, 2010). Teachers help students

increase their achievements. To establish this expectation, teachers must engage in

professional-development practices in their field (Loertscher et al., 2010). If students are

to learn, the teachers who teach them must be lifelong learners to acquire more strategies

that will enable students to learn. Many conditions promote student learning at the

highest level. Effective teachers focus more on learning than teaching to promote what

students learn (Loertscher et al., 2010). Educators must exercise wisdom. Wisdom will

enable educators to act on current knowledge while remaining open to new ideas, knowledge, and insights. Wisdom means educators can take steps now and keep learning along the way (Pfeffer & Sutton, 2006, p. 53). The evidence of best practices determines by students' performance rather than personal preference. (Loertscher et al., 2010, p. 343).

School Culture

Culture is defined as systems of knowledge shared by a comparatively large group of people (Schoen & Teddlie, 2008). School culture is defined as shared beliefs and values that bind a school community together (Schoen & Teddlie, 2008). To improve student learning, the school customs should include creating and implementing plans to provide students with additional time and support to learn in a timely, directive, and systematic way, when students have difficulty mastering essential learning (Loertscher et al., 2010). Schools must have systems in place to expand and enhance learning for students who are talented (Loertscher et al., 2010). Educators should work collaboratively on matters directly related to quality teaching and learning as part of embedded continuous-improvement processes. School background should include communicating high expectations for student achievement, conveying that students will be successful if they work hard. The school culture should also include continuous effort to ensure the practice of school support and the encouragement of student learning (Loertscher et al., 2010, p. 344). Schools may be able to give parents information about the learning of their children and should be encouraged to become partners in their child's education.

Teaching Styles that promote student learning

Teachers should ensure quality teaching and learning through coordinated and aligned curriculum, assessment, and coordinated and embedded professional development in quality classroom instruction. Providing effective leadership includes establishing, high expectations focused on learning goals and eliminating distractions and competing programs (Loertscher et al., 2010). Technology infrastructure, training, and time can help students develop a quality learning style. Curriculum, teaching, learning materials, and assessment of relevant standards must align (Loertscher et al., 2010). Teaching style should involve the development of critical thinking, which means a collection of mental activities that include the ability to perceive, simplify, replicate, join, conclude, and review. Teachers should bring these activities together to enable students to question what knowledge exists (Loertscher et al., 2010). Using humor in the classroom is another teaching technique that can enhance student learning by improving student understanding and retention.

Teachers should lead students to be accountable for their own success. Teaching quality requires teachers to teach from a critical-action point of view, planning lessons with students and inviting them to assess themselves and their classmates (Lodico et al., 2010). Teachers should use student journals and interviews to obtain students' feedback about assignments and methods of teaching. Teaching techniques should include students commenting on each other's work, enabling the teachers to modify instruction (Lodico et al., 2010). Teachers' instructional methods should include cooperative and collaborative learning with instructional approaches such that students work together in small groups to

accomplish a common learning goal (Wood et al., 2012). These approaches need to be carefully lined and implement. In a shared reading classroom, the teacher should know how to create and obtain useful materials, such as big books and charts, and what kinds of activities to implement when using these materials.

Implications

The implication of this study is that its findings could be helpful to the teachers, administrators, and the district to help develop best-practice interventions to enhance students' achievement. By including steps for the design and implementation of a model for an intervention program in the NPS district, the students' reading accomplishment may advance. This study focused on congregation of data from teachers' survey questions on their perception of intervention programs for struggling readers to improve the students reading difficulties. Resulting model is a specialized notebook that includes information on intervention programs and recommendations to support intervention programs. The results from this study may assist teachers by corroborating the conditions that support best-teaching strategies.

This research may lead to an embedded model of professional development on the best use of intervention programs. When schools ensure every teacher has been engaged in a process to clarify what students are to learn and how their learning assessed, they promote the clarity essential to effective teaching (Loertscher et al., 2010, p. 215). When teachers have access to different ideas, methods, and resources, teachers can increase their collection of skills. The findings from the data collection and analysis may inform the district about proper strategies of intervention programs. The challenge for the district

includes the implementation of intervention programs that might enhance students'

learning over time. The report from this study confirmed that improving students reading

skills is very important.

Summary

In Section 1, I focused on the problem of the school district in the northeast of

New Jersey scoring low in reading in the state test. The school district data indicated that

middle school students continue to struggle to read. In the literature review, I discussed

the constructivist scrutiny of classroom teaching practices as they relate to

implementation of intervention programs that can enhance students' performance in

reading. Causes and effects of reading problems were also discussed in this section.

Many students in the school district experienced complexity in reading because they are

learning English as a second language, deprived reading instruction, and dealing with the

effects of poverty. The challenge is to implement an effective intervention program

model for struggling readers incorporated in the middle school. In Section 2, I will

discuss the methodology of the study. Section 2 will include specific information on the

research design including data collection and data analysis. This section will also include

procedures taken to protect the participants' confidentiality.

Section 2: The Methodology

Introduction

In Section 1, I examined the topic of intervention programs within the construct of intervention strategies and considered the problem of struggling readers within the local context and the larger educational setting. The analysis of the district's low performing reports demonstrated and justified the need for the conduction of this study. Furthermore, an evaluation of the data when compared to a local, similar school district also indicated that this study was necessary. A review of the existing literature in the field provided an understanding of the potential impact of frequent reading difficulty to the students' future; the review of the literature also indicated different causes and effects of intervention problems, while also offering suggestions for possible interventions.

Enhancing students' reading achievement on the middle school level is very important for the northeastern school district participant in this research study. Districts do not meet AYP in reading if the students do not practice reading successfully. The local predicament that commenced this project study was the middle school students' low reading test scores on the NJASK. The district will have to improve to meet the NCLB (2015) target of the students passing reading by 2015.

In Section 2, I will explain the selected methodology for this study, which provided the appropriate data to understand teachers' perceptions of intervention programs. The use of qualitative methodology and case study research design literature provided validation for the design choice, the selection, and access of the participants. The methodology selected for this study guided my examination of the topic of

intervention programs to study teachers' perceptions about the intervention strategies in their school district. Teachers and administrators were concerned about the decline in student reading achievement. According to Creswell (2014), "Qualitative research is used to tackle problems with unknown variables. The literature may have little to no information about the phenomenon; therefore, the researcher has to gain information from participants through exploring the problem" (p. 16). As a result, qualitative researchers focus more on the examinations and perception of the participants in the study (Creswell, 2014). Every school implementation of the intervention programs to enhance students' reading varied based on their population and the need of their students. In this qualitative study, I explored teachers' perceptions on intervention programs that may help to enhance the students' academic achievement in reading in the district studied.

In this section, I will also provide an explanation of the protection of human focus and the clarification of data collection and analysis procedures that were most suitable for this study. Additionally, I will present an explanation of how the role of the researcher created understanding for possible bias. I stayed attentive to avoiding bias while conducting this research and followed the established procedures outlined in this section to achieve credibility for the research.

Research Design and Approach

In this project study, I used a qualitative methodology and a case study research design. Creswell (2012) described qualitative research as a "research approach that acquires data through interview, observation, and document analysis" (p. 15). A case

study was appropriate for this study because case study is a "common approach that focuses on individuals and small groups by documenting their experiences and collecting information from multiple sources and perceptions" (Creswell, 2012, p. 5). Employing a qualitative case study allowed me to study the real life problem as well as provide solutions using various sources. Yin (2013) explained that case study research arises out of the desire to understand complex social phenomena. The problem studied was precise to a particular school district. The use of surveys provided data that focused on the purpose of this study. The data acquired helped to provide answers to the guiding research questions in this study.

Justification for the Qualitative Case Study Design

A case study is a study of a problem through exceptional cases Yin (2013). I selected the case study design for this project study because it provides tools for researchers to study complex incidents within their circumstances (Glesne, 2011, p.22). This study aligned with the problem of limited research on teacher's perception on intervention programs in middle school level. An understanding on how to assist teachers to reach NCLB goals in reading was very important to me because the teachers' knowledge could be used in generalizing the findings. A descriptive case study was the best tool to gain knowledge of the teachers' perception on intervention program and the effect of the implementation practices on the students reading achievement.

Rationale for Not Using Other Qualitative Research Designs

There were three types of qualitative method research designs reviewed for this study, but the case study design was the most appropriate structure. Phenomenological

research, ethnography, and the grounded theory research designs were all considered. The

phenomenological design was not selected because phenomenology portrays the vital

structure of human experiences as they are lived (Glesne, 2011). In addition, the

phenomenological method investigates "emotional, affection, as well as human

experiences" (Merriam, 2009, p. 26). Ethnography was not chosen because ethnography

focuses on cultural groups and it requires the researcher to have "long term contact to the

specific group in order to provide a detailed record in the groups' behaviors and beliefs"

(Creswell, 2012, p. 462). The case study design helped me to gather information from a

variety of foundations and viewpoints. Finally, grounded theory design was not used

because it was not suitable for the study because the objective was not to develop a

theory. Lodico et al (2010) confirmed that researchers who use the grounded theory

design use the findings from the study to develop a theoretical framework. A case study

was the best design because it allowed me to gain a better understanding of the

phenomenon studied.

Participants

Criteria for Selecting Participants

The participants and the location selection enabled my understanding of the

central phenomenon of the study; I selected them using purposeful sampling. (Creswell,

2012, p. 206). The population of interest in this research study was middle school

teachers of an urban school district in northeastern New Jersey that were attempting to

meet the goal of NCLB. Creswell suggested that between one to two or 30 to 40

participants be used for case study research along with other data. The criteria for

selecting participants for this study were as follows 25 participants were selected to complete the survey. In order to participate, teachers must have taught Grades 6 to 8, had 4 or more years of experience, and worked at a school with a below passing score of 70% overall district score.

I coded the teachers' names with numbers to make sure that the teachers' identity remained unidentified. The goal was to get multiple perceptions on intervention programs on struggling readers from the participants. Using 25 participants from five schools allowed me to get information from different teachers in Grades 6, 7, and 8 at the selected school sites. Deciding to use a very large sample size might reduce the ability to get precise details. Qualitative researchers, unlike quantitative researchers, do not seek to use large sample size for generalizing (Glesne, 2011).

Gaining Access to the Participants

The first step in my procedure was the process to get approval from the urban school district by the assistant superintendent and school principals of the participating schools. All the schools' representatives involved signed the documents developed according to Walden University's Institutional Review Board (IRB) guidelines. I sent an e-mail to the assistant superintendent explaining the purpose of my study. Teachers who met the selection criteria received e-mail notifications about the purpose of the study, their possible roles, and benefits, and the teachers responded to the invitation to participate or not to participate. The teachers who chose to participate then received another e-mail from me. In addition, I arranged meetings with them through the school's secretary. Nevertheless, it was necessary not to make participants feel intimidated to

participate; therefore, I waited a suitable amount of time (5 days) between providing the first and follow-up invitation to participate. Furthermore, a follow-up email was sent which served as a way to ensure that all participants understood the timeline for data collection as well as had the opportunity to come to a decision whether to participate or not to participate.

Establishing a Researcher–Participant Working Relationship

The role of the researcher is shown in two ways and includes the researcher as a researcher and the researcher as a learner (Glesne, 2011). First, to adopt the role of a researcher as a researcher required me to develop behaviors and actions that bear a resemblance to a researcher, which included both verbal and nonverbal behaviors that indicated attentiveness to the impact that those behaviors had on the participants (Glesne, 2011). Secondly, to show the role of the researcher as a learner I stated that entry to the research process expressed the intent to learn alongside and from the participants (Glesne, 2011). Participants received assurance that their identity and responses would remain confidential, and the data collected during this study would be useful for the project study and that the participant responses would help me in gathering realistic data to develop the project study.

To further establish the researcher-participant relationship required me to adopt the role of a researcher, which was possible by successfully preparing for conducting the data analysis and collection processes. My preparation began with introducing the study to the participants in a professional manner and inviting them to partake in the study. Preliminary explanation of the study was to the whole group of participants and included

an explanation of the nature and purpose of the study, which came first in an e-mail invitation to become a participant. A follow-up contact with several participants was necessary to provide extra information and details of the study. This explanation included that participation was voluntary, that there would be no penalty for choosing to not participate, and provided a clear explanation that this study was a private study and not associated with the school district.

Following the group meeting which explained the study, each teacher received a personal invitation to participate in the study; in order to avoid any feelings of being forced to participate, the participants received the invitation by e-mail, along with a letter of consent and, as Hatch (2002) recommended, an outline of the purpose of the study in a manner that was easy to understand. According to Hatch's recommendation, the invitation incorporated a description of the roles and responsibilities of both the participant and researcher as well as the anticipated time dedication of the participants. The method in which I conducted myself during my visits at the participating schools confirmed that I served as a researcher as well as a learner. To accomplish this, I took on a nonthreatening, mutual approach and used well-developed survey questions that were open-ended and encouraged expression and the desire to learn from the participants.

Ethical Protection of Participants

In order to make sure that I understood and observed the ethical requirements of conducting human research, I took the National Institutes of Health (NIH) training course on protecting human research participants. The IRB approved an IRB application containing information about data collection and data analysis. Participants received e-

mails and a visit from me at their schools to request their participation, and the

participants who agreed to participate in this study received information about the

purpose of the study. Participants also received information about the voluntary nature of

the study, risk, procedures, and the benefit of participating in the study. I also gave the

participants information on how I would maintain their confidentiality along with my

contact information. Participants' name and place of employment remained anonymous.

Any other identifying issues were also kept confidential. All the participants were

asked to sign a consent form before participating in the study. I reviewed the benefits and

potential risks again with the participants before the survey was administered.

Participants were informed that at any time during the study they could discontinue their

participation. I stored all data collected from the participants in a locked locker.

Data Collection

The main process of data collection in this project study was by survey. The

survey used questions that gave an understanding of the phenomenon. Glesne (2011)

explained that "beginning researchers often confuse research and survey questions"

(p.104). My goal was to understand the trend of how the survey questions may advance

the teachers' knowledge and the implementation of interventions that may progress

reading strategies of struggling readers. I analyzed the responses from survey questions

using content analysis. Data analysis was used to identify the frequency of ideas that

appeared from participants' survey responses. I then used the data collected to draw

conclusions. I will discuss the content analysis in greater detail in the data analysis

section.

According to Creswell (2012), surveys are valuable tools for gathering detailed information from participants. Survey items gathered data on one central idea or question (Lodico et al (2010). Surveys are common as a data collect tool. (Merriam, 2012). In a qualitative research, open-ended surveys allow the researchers to acquire information from participants with the purpose of obtaining from the participants' perspective. Using open-ended survey questions are helpful because researchers cannot observe how people feel about a certain condition; therefore, collecting responses from the participants by survey allows researchers to determine how the situation interpreted in the participants' mind (Merriam, 2009). A good researcher will utilize questions that will present response that can be valuable in the research study.

Open-ended survey questions were based on the research questions and the literature helped in this project. A copy of the survey can be found in Appendix B. To conclude the credibility of the survey questions, the questions were credible and appropriate to the participants, and the participants in each five schools received visitation inviting them to partake in the study. I made a visit to the participating schools and the purpose of the visit was to hand delivered the paper survey to each potential participant who agreed to participate. After one week, the participants received emails to check if the survey questions were completed. I received email responses from the participants, that the survey was completed, and then the participants received another visitation to collect the completed survey. After collecting data, there was data analysis. Later was coding by number each survey responses. Participants informed of the data

analysis. All transcripts approved. Therefore, there were no discrepancies. Finally, the

archival data reviewed. The themes that revealed during the survey process surfaced.

Research log and Reflective Journal

To be dependable with qualitative research required the upholding of a research

log and a thoughtful journal. As Bloomberg and Volpe (2012) recommended, I made use

of a research log and a reflective journal provides a chance to utilize a mamboing

technique, which will encourage documentation of thoughts and ideas and potentially

form the foundation for understanding the data, drawing conclusions, and indicating areas

for recommendation of a solution to managing poor reading skills. Within the reflective

journal, in alliance with Glesne's (2011) suggestions, the records of thoughts formed

piece of the investigative stage of the study. The research log was a place to document

the participants' responses, particularly, the comments and a timeframe for make sure

timely transcription of the survey. Classification of the research log and thoughtful

journal was sequential; a moleskin note pad consists of the log and journal, with a date

presented for each opening in the journals.

The Role of the Researcher

As middle school math teacher employed in the district for 15 years, I had no

authority over the participants in this study. The data collection methods used in this

study reduced any biases because of potential relationships. The problems the teachers

faced in implementing intervention programs and helping students meet the NCLB goals

was the focus of this project study. The interest in this topic developed from

conversations with colleagues because of the dissatisfaction with the district not meeting

NCLB goal and teachers' lack of knowledge in the implementation of the intervention program structure.

Data Analysis

I used qualitative analysis through qualitative survey in this study to discover teacher perception on intervention program for struggling readers Creswell (2012). The data analysis was initiated by the study's research questions. First, there was an arrangement of the participants' consent form and transcribing surveys. Taking notes in the reflective journal and writing initial codes also facilitate the study. Then used the execution detailed analysis by coding, labeling data and categorizing data to determine the ideas that developed. Using thematic analysis in its simplest form as a categorizing strategy for qualitative data, helped to review the data collected; as I wrote notes and began to sort it into categories while reading the categories over and over, I found that the data analytic strategy, helped the analysis from a broad reading of the data towards discovering patterns and developing themes. Creswell (2012) stated that using fewer themes is great when writing a detailed qualitative report. Next, synthesized and summarized the codes. Codes were assigned to the participants for the purposes of classification or identification. After, summarizing the findings, then wrote a narrative dialogue that included information based on the finding to communicate the interpretations and ideas. Creswell (2012) also explained, "Interpretation is the process of clarifying conclusions in words to give answers to research questions" (p. 10). The interpretation of findings allowed me to use simple language that could be understood by non-educators.

The interpretation helped me to be able to answer the guiding research questions. Creswell Creswell (2012) stated "Qualitative research is interpretive and researchers should make sense of their findings" (p.257). Therefore, the interpretation allowed me to examined the happening based on personal awareness and by comparing past studies. The interpretations and ideas that came out during data analysis helped to create a project study that was an expansion of the data collected. The data-analysis process required creativity, discipline, patience, and a systematic methodology and approach in the data analysis. More attention was on the data and reviewed the purpose of the evaluation, as well as what to understand.

There was a coding procedure. Coding is defined as arranging things in a systematic order to make something part of a system or classification (Lodico et al., 2010). When codes applied and reapplied to qualitative data, codifying occurs—a process that permits data to be "segregated, grouped, regrouped and delinked in order to consolidate meaning and explanation" (Grbich, 2007, p. 21). Coding the data based on themes, concepts, terms, topics, ideas, phrases, or keywords found in the data. Coding based on the research questions and the responses provided by the individual participant. Where possible, used the coding steps suggested by Hahn (2008) to organize the data and derive answers to the research questions in the data-analysis process.

Research Accuracy and Credibility

Qualitative researchers make sure to verify if their approaches are constant. Yin (2003) stated, "Qualitative researchers need to document the procedures of case studies and to document as many steps of the procedures as possible. Yin also recommended

setting up a detailed case study protocol and database (p. 55). Gibbs (2007) suggested

several reliability procedures. Therefore, there were notes checks to ensure that there

were no obvious mistakes made in my discovery. Made sure that there was not a drift in

the definition of codes; also made sure that there was not a shift in the meaning of codes

during the coding development. This study revealed the process by constantly comparing

the data with the codes and by writing notes about the codes.

The reliability in this project study concerns the consistency among the questions.

All the questions relate to students achieve in reading, expected all the answers to be

consistent. Rich, thick description helped to express the findings. The descriptions may

put readers to the setting that may give the discussion an element of shared knowledge.

This provided the participants with many perspectives about the theme so that the result

will become more realistic and richer. Creswell (2012) said qualitative researchers must

ensure that their findings and interpretations are accurate and credible. Therefore,

researchers can use several strategies to validate findings in qualitative research.

Discrepant Cases

Among 25 possible participants, there was a probability of finding out discrepant

cases. A discrepant case included information in the data that was conflicting to an

emerging theme or category, or that presented a dissimilar viewpoint on those emerging

themes (Lodico et al., 2010). Discrepant cases are data that are collected that show a

different viewpoint on a rising theme. As confronted with these cases by discussing the

ideas that found to be conflicting with all participants in this study. This process allowed

the opportunity to provide a realistic and valid representation of the findings and this

gained a deeper understanding of the findings so that the final report is accurate and valid.

The recognition of discrepant cases during data analysis required the development of additional codes and review of all data to ensure full examination of these cases (Bogdan & Biklen, 2007). Furthermore, Freeman, deMarrais, Preissle, Roulston, and St. Pierre (2007) clarified that there are two choices for organizing the appearance of a discrepant case, which included (a) make a note of the discrepancy for future analysis and (b) revisiting the data and emerging examples in order to find an enhanced fit for the data. Accordingly, Lodico et al. (2010) stated that it is suitable to both modify the themes and make a suggestion as to how the discrepant case does not line up with the emerging patterns and themes. In summary, Yin (2011) suggested that maintaining a sense of skepticism throughout the data collection and analysis stages would likely obtain discrepant cases within the data, and would serve to strengthen the study's validity. In line with Yin's advice, a discrepant case led to additional scrutiny of the data, consultation with additional resources and required other evidence or data that explained or eliminated the discrepancy.

Timeline

Following IRB approval in May of 2014, participants received information regarding the study, followed by a personal email invitation to become a participant. Afterward, the data collection and analysis phases of this study took place during September and October of 2014. Subsequent data collection and analysis, a combination of the data facilitated the writing and presentation of those the findings. As a result of the

study's findings, the development of the resulting project followed as a means of applying the findings. This project study became a policy recommendation to promote for a change in school district leaders' practice in working with intervention programs, which included receiving ongoing, job-embedded professional development and development of a school-wide intervention support approach.

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Assumptions, Limitations, Scope, and Delimitations

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Assumptions

There were two main assumptions that guided this project study. The first assumption was that the NPS teachers would voluntarily participate in the study. The second assumption was that the teachers would be willing share their experiences and perceptions of intervention programs. Exclusively, it was an assumption that the teachers would share their experiences and perceptions openly and honestly within the restriction of participant to me as a researcher and not as a colleague.

Limitations

Conducting of this study as "backyard research" which is an expression used to describe research carried out in a setting in which the researcher already holds another role. (Glesne, 2011, p. 43) presented potential difficulties and required an increase in the awareness and sensitivity to the acquired data. As a result, an area of concern, which served as a limitation, was that the participants would withhold information because they either assumed that I knew the information or because they did not wish to share their perceptions or experiences due to my membership in the participant subgroup (Hatch,

2002). In addition, it was possible that the participants did not take the research process seriously due to my role as a beginner researcher.

Qualitative research in itself poses certain limitations. For example, the researcher is the primary instrument of data collection, which required the frequent awareness of researcher bias that should be addressed throughout all aspects of the study (Glesne, 2011). Also, the participant size for this study was large; however, the study had enough participants to be credible (Creswell, 2012). Furthermore, a limitation of a case study was that the results were unlikely to be generalized to another setting; consequently, the study might have little value outside of the NPS (Yin, 2014).

Scope

The scope of this study focused on teachers' perceptions of intervention programs. Particularly, the intent was to decide ways in which to reduce students reading problems and student elimination in order to enhance academic performance. This study included all 25 middle school teachers from the NPS.

Delimitations

The purpose of this study was to explore teachers' perceptions of intervention programs. The study did not intend to cover students' perceptions of intervention programs due to the ethical consideration of recruiting students as participants. In addition, while there were numerous theoretical constructs that govern or explain intervention strategies, this study did not intend to deal with the theoretical frameworks other than intervention programs that would enhance the students reading difficulties. Finally, this study only included participants from NPS because the purpose of the study

was to respond to a problem at the local level; to study participants outside of the NPS would not provide data that was relevant for solving the problem in NPS.

Data Analysis Results

The purpose of this qualitative case study was to explore teachers' perceptions of intervention programs. Subsequent data collection and analysis, a synthesis of the findings provided a response to the study's research questions. The participants appeared agreeable during the visit to their schools and shared their experiences as teachers, which included details and examples from their work. In the following section, I will present these findings and includes a synthesis of the participants' perspectives as well as direct quotes, which provides the study's rich detail. Throughout data analysis, there was a clear emergence of themes and patterns; it was these themes that assisted in the development of the discussion of the study's findings. Moreover, presentation of the study's findings was consequently prearranged according to each of the four research questions.

Research Findings

The research findings from this project study appeared from survey questions. In developing the findings, the finding began by reading and rereading all transcribes to discover codes that were similar, which lead to the central themes. Data assessed which corroborated the findings discovered in the survey. Each finding discussed below to address the following research question. Made sure that codes fit the data, rather than trying to make my data fit the codes. A systematic way of coding data used in this research. The following questions aroused when reading research questions. What is this saying? What does it represent?

As engaged in the process of data analysis, 20 codes emerged. Continuing with the process of analysis, studying the data and refining the findings, distilled eight themes. Themes and definitions that emerged at the end of data analysis were as follows. The coding indicated that the participants need administrative support to help in effective implementation of the program. The coding and categorizing indicated inconsistency of the READ 180. The coding and categorizing pointed out lack of support, resources and time made the program not to be effective. Lack of motivation from the students was discovered. Participants specified that there has been a reduction in the use of intervention programs in the school district. Overall reason for the reduction was budget cut. Participants specified that student's test scores influenced due to lack of intervention programs. The participants responded that intervention programs will be effective and accomplished its goals in Title 1 schools if implemented for a long period.

Teachers agreed that intervention program was reinstituted and well-funded. Participants indicated that difficulties a teacher might encounter included difficulties caused by time of the implementation and over size of the classroom. Teachers responded the need for professional development, which will provide best practices on intervention programs. Implementation of small group instruction based learning was revealed as a theme to be improved.

Designated individualization of students' plan for the students who are struggling in reading was also important. The need for stakeholders' act accordingly to ensure the district provides resources to the teachers for a properly effective result of the intervention program indicated. Intervention programs funded in the geographic locations

helped all students to enhance their academic growth. The code indicated the importance

of improving students' achievement to enable the students to succeed.

This code indicated by that the evaluation of the students' improvement through formal

and informal assessment.

Lack of parental involvement and low expectation were stressful for all the participants.

Curriculum should be engaging to capture the attention of effective learning.

The code pointed out that if intervention strategies are consistent, it will be used to help

improve the skills of low performing readers in the school district.

Table 1

Demographic Characteristics of Sample ($N = 25$)		
Characteristic	Frequency	Percentage
Gender		
Male	10	40.0%
Female	15	60.0%
Age Group		
24 – 35	12	48.0%
36 – 50	8	32.0%
51- 56	5	20.0%
Ethnicity		
Caucasian	5	20.0%
African American	8	32.0%
Hispanic	12	48.0%

Number of Years Teaching		
0 – 5	9	36.0%
6 – 10	4	16.0%
11 – 15	5	20.0%
16 -20	7	28.0%
Years taught at middle School		
0 - 5	6	24.0%
6 – 10	9	36.0%
11 – 15	3	12.0%
16 – 20	7	28.0%
Grade Taught		
6	5	20.0%
7	8	32.0%
8	12	48.0%
Subject Taught		
Literacy	19	76.0%
Math	3	12%
Social Studies	2	8.0%
Science	1	4.0%

As Table 1 presents, 40% (*n* = 10) of the teachers were male, and 60% (n = 15) were female. The majority, 48% (n = 12), were in the 24–35 age group, and majority were Hispanic, 48% (n = 12). The majority, 36% (n = 9) had up to 5 years of teaching and up to 10 years at the middle school. The majority, 48% (n = 12) taught Grade 8. The subjects taught were literacy, math, social studies, and science. The majority taught Literacy 76% (n=19), (see Table 1). Findings from the data analysis are presented next. The findings organized by research question and the relevant themes and subthemes that emerged. Numbers, (e.g., T1), identified participants in this study.

Initial Code and Definitions

After reading, sorting, and categorizing the codes, the 20 codes that emerged from analysis of the data presented in Table 2.

Table 2

Summary of code and definitions

Codes	Definitions
1	Participants needs administrative support
2	Participants indicated inconsistency
3	Participants pointed out lack of support, resources and time.
4	Participants indicated lack of motivation from the students
5	Participants specified a reduction in the use of intervention programs in the school district. Overall reason for the reduction was budget cut.
6	Participants specified that student's test scores affected due to lack of intervention

programs.

7	Participants responded that intervention programs will be effective and accomplished its goals in Title 1 schools if implemented for a long period.
8	Participants agreed that intervention program reinstituted and well-funded. Reason – intervention program will help in the improvement of struggling readers.
9	Participants indicated difficulties caused by time of the implementation and over size of the classroom.
10	Participants responded the need for professional development which will provide best practices on intervention programs
11	Participants indicated small group instruction based learning.
12	Participants designated individualization of students' plan for the students who are struggling in reading.
13	Participants showed that stakeholders should act accordingly to ensure the district provides resources to the teachers for properly effective results of the intervention program.
14	Participants indicated that intervention programs should be funded.
15	Participants indicated that intervention programs should be funded in all geographic locations to help all students to enhance their academic growth.
16	Participants indicated the importance of improving students' achievement to

	enable the students to succeed
17	Participants indicated by that the evaluation of the students' improvement through formal and informal assessment.
18	Lack of parental involvement and low expectation were stressful for all the participants.
19	Participants indicated that curriculum should be engaging to capture the attention of effective learning.
20	Participants pointed out that if intervention strategies are consistent, it could use to help improve the skills of low performing readers in the school district.

The theme that emerged at the end of data analysis were as follows administrative support, consistency of intervention program and practice, resources and adequate time, reliability of implementation, professional development assessment, assessment, parental involvement, and small group instruction. Themes and definitions shown at the end of data analysis presented in table 3

Table 3   Summary of themes and definitions shown at the end of data analysis

Theme	Definitions
Administrative support	The theme revealed the need to provide more administrative support at the school level in implementing READ 180 on how teachers experience or address the implementation of intervention programs.

Consistency of intervention program and practice	The theme revealed the execution of consistency in the intervention program procedures and instructional practices across local districts to ensure successful implementation of the needed interventions.
Resources and adequate time	The theme revealed the need of appropriate resources and sufficient time that will effectively implement the READ 180 intervention program that may likely combat widespread literacy problems in a New Jersey urban school district.
Reliability of implementation	The theme revealed that appropriate curriculum should be engaging to capture the attention of effective learning that may lead students to be prospective and efficient readers
Professional development	The theme revealed the need for professional development, which will provide best practices on intervention programs.
Assessment	The theme revealed the use of assessment through formal and informal assessment in all geographic locations to help all students to enhance their academic growth.
Parental involvement	The theme showed lack of parental involvement and low expectations were stressful for all the participants. The theme indicated based learning instruction
Small group instruction	

Research Question 1

Experiencing the implementation of intervention programs, this research question

answered by the participants' responses to the survey questions (see Appendix B). The

theme revealed that participates in this study specified the need to have a greater amount

of administrative support to enable them implement the program effectively. The goal of

READ 180 was to address academic gaps in students' reading skills implemented using a computer program, literature, and direct instruction in reading skills. The theme that emerged at the end of data analysis revealed that the administrators added the program to the curriculum without giving the teachers training on how to implement the intervention programs. The theme also revealed that participants not given enough resources that can help them use the intervention strategies effectively. All of the participants agreed that more collaboration on the district level needed to implement Read 180.

Theme 1: Positive Effect- Collaboration on the District Level

The theme indicated that collaboration on the district level needed to implement reading intervention effectively. The teachers conveyed that collaboration was important, and the district administrations were not supporting the teachers. This will inform the local district on how important the administrators should work together as a team. Teacher 3 stated "I really do think that the principal and assistant principals. Alternatively, district administration need to sit down and take some instruction with READ 180 and see what it entails and maybe they would understand." Teacher 1 also explained, "Nobody explains to me why a student has been placed into my READ 180 class or how the student qualifies. I really don't know if students are being properly placed into my classroom." The teachers wanted to be able to offer input about student placement and the number of students placed into their classrooms.

Theme 2: Negative Effect – There is no Read 180 Team

The negative effect in this Theme 2 specified that there was no reading team in the district. The theme showed that most teachers 15 of 25 revealed that the district did

not use a Read 180 team. The teachers indicated that if there was a team in place at the district level, there may be more collaboration and their needs, along with their students' needs, met. According to Hoover and Love (2011), a challenge with effectively implementing an intervention program that is, obtaining teacher support and buy-in so that the teachers are able to implement the necessary changes needed to transition into this model.

Teacher 1 and Teacher 3 explained that too many students placed into classroom without enough computers, and nobody cares. Teacher 3 stated that teachers are supposed to have three students to a computer, so they can properly go through the program. The teachers have 28 to 30 students in their classrooms and they do not have enough computers. These responses and other similar ones suggest that the teachers' belief they need to collaborate with the district and the administrators in order to implement a successful intervention.

Theme 3: Resources for the Intervention Programs

Most teachers continued to express their deep concern for the students' allocation to READ 180 in the district. The teachers confirmed that some students were over qualified for the program because the students reading level were above grade level. The teachers also stated that some students reading level were below and the students could not comprehend the strategies used. The teachers revealed that the administrators place students in the program without consulting the teachers who can identify the students fit for the program.

Subtheme 1. Positive effects on helpful guidelines, obtaining teachers' support, and buy-in so that the teachers are able to implement the necessary changes needed to transition into this model. The participants commented positive effects that can help to implement the intervention program effectively if teachers allowed in the planning the intervention program. The theme showed that teachers should place the students in the Read 180 program because the teachers know the level of the students.

Teacher 1 said, if teachers take part in planning, the implementation would be successful. Teacher 2 said, "If teachers use the program correctly it will have a positive effect." Teacher 4 stated "many teachers will implement the guidelines if the following in the planning of the intervention program"

Subtheme 2. Negative effects-use of data to monitor student progress; the theme indicated that teachers' do not use accurate data to address the implementation of intervention programs. Therefore, the use of data to monitor student progress is not consistent. Teacher 1 said there was no consistency among teachers; the teachers cannot use district data. Teacher 4 explained that district administrators and everybody involved in Read 180 need to train on the guidelines for placing students into the intervention programs. Teacher 5 said we do not have a cut off score but those who constantly fail school based assessments and district assessments placed into an intervention program.

Teacher 6 indicated that the administrators just put the special education students in my class. Many of them are double coded, special education and English language learners. I do not think any guidelines are used. She also stated that many of her students placed into READ 180 while they should not be place in the program.

Theme 4: Inconsistencies on how students exit intervention program.

This theme indicated that participants responded that the requirements to teach to the test had both positive and negative effects on their instructional practices. However, more teachers pointed out the negative effects than the positive ones. This theme showed that the participant has different rubric that was used for checking the students reading level.

Subtheme 1. Positive effects Guides in students' placement; the theme showed that most participants pointed out positive effects are using a district-created qualification checklist. This theme showed that district-created qualification checklist would help teachers to have correct way to place the students in the students' reading level. Teacher 3 noted, "Just because students qualify one year doesn't mean that they will qualify the next year." Teacher 5 said they have to re-qualify every year based on the district guideline sheet. Teacher 7 said if students score higher on the problem, the students could exit the program. Most teachers did not want students in the program for more than two years. According to the teachers, students can exit READ 180 once they reach grade level.

Subtheme 2. Negative effects-incorrect use of district qualification checklist; some of the teachers are not aware that the district has a qualification checklist to place and exit students into and out of the intervention programs. Therefore, they have created their own school guidelines. Teacher 13 said, "I create my own qualification checklist." Teacher 15 also said I know the ability of the students I have in my classroom. Teacher 18 stated just because students qualify one year does not mean that they will qualify the

next year. Teacher 19 said, "I close my door and teach what will help my students to exile." Teacher 20 revealed that the district created checklist and throw it at teachers not knowing the students' abilities.

Subtheme 3. Lack of support from district; as the participants were asked about their experiences in the implementation of intervention programs, they said district administrators are aware of problem on intervention problems, but nobody is doing anything. Teacher 21 said, "They do not do anything but focus on teachers' evaluation". Teacher 23 explained, "Some of the district administrators do not understand the concept". Teacher 24 stated, "The district administrators send newsletter indicating what show be done but they do not come to our schools". Teacher 25 said, "Not all schools use the intervention programs".

Research Question 2

Perceptions on addressing the implementation of intervention: All 25 teachers surveyed gave different responses as to how data used and analyzed to influence decisions. Teachers asked, "How are you addressing the implementation of intervention programs? The theme indicated the participants were not giving the chance to participant in the planning of the intervention program.

Theme 1: Collaboration on the District Level on Reading Intervention

However, possibly surprisingly, three teachers saw positives in the constraints to teach to the test. Teacher 1 said "nobody explains to me why a student has been placed into my READ 180 class or how the student qualifies'. I really do not know if students are being properly placed into my classroom". The teachers want to be able to offer input

about student placement and the number of students placed into their classrooms. The responses seem to support experiences on the implementation of intervention programs.

Teacher 3 with many years of experience stated that sitting down and talking to some teachers and district administrators was preferred. However, the teacher felt that the administrators would not bother to listen. This teacher followed up by stating, "I really do think that the principal and assistant principals or district administration need to sit down and take some instruction with READ 180 and see what it entails and maybe they would understand".

Theme 2: Lack of Read 180 Team

Most teachers 15 of 25 revealed that the district did not use a Read 180 team. The teachers indicated that if there was a team in place at the district level, there may be more collaboration and their needs, along with their students' needs, met. According to Hoover and Love (2011), a challenge with effectively implementing intervention program is obtaining teacher support and buy-in so that the teachers is able to implement the necessary changes needed to transition into this model. Teacher 1 explained, "There are district reports that the teachers and the administrators cannot access. This information is shared with them at their READ 180 meetings that occur at least two or three times a semester". The teacher 2 felt that district reports were not accurate or fair. Teacher 3 said, "We do not have a cut off score but those who constantly fail school based assessments and district assessments are placed into an intervention program". These responses and other similar ones specify that the teachers' belief that they need to collaborate with the district and the administrators in order to implement a successful intervention.

Theme 3: Guidelines for placing students into intervention programs

The theme revealed that most teachers noted that the district has guidelines for placing students into intervention programs. The guidelines not utilized properly. This theme specified the use of district guideline in placing students in intervention program.

Subtheme 1: Positive effects—Helpful guidelines. This theme revealed that teachers' experienced that the district administrators and Read 180 team need to follow guidelines and not just place students into an intervention classroom. Teacher 1 stated that the district uses the district assessments and district based assessment scores to place students into her intervention classes. Teacher 2 said, "If teachers don't use the program correctly, they might as well not use it." Teacher 4 said, "Some teachers just teach the program with follow any guide." Teacher 6 stated, "We must follow the guideline to help this work."

Subtheme 2: Negative effects— use of data to monitor student progress. Based on this information, on how teachers' address the implementation of intervention programs the use of data to monitor student progress is not consistent. Teacher 11 said, "There is no consistency among teachers, we cannot use district data." Teacher 14 said that district administrators and everybody involved in Read 180 need to train on the guidelines for placing students into the intervention programs. Teacher 15 said, "We do not have a cut off score but those who constantly fail school based assessments and district assessments are placed into an intervention program." Teacher 16 stated that "the administrators just put the special education students in her class. Many of them are

double coded, special education and English language learners. I don't think any guidelines are used." She also stated that the administrators placed many of her students into READ 180 while they should not be place in the program.

Theme 4: inconsistencies on how students exit intervention program

The theme revealed that teachers responded that the requirements to teach to the test had both positive and negative effects on their instructional practices. However, more teachers pointed out the negative effects than the positive ones.

Subtheme 1: Positive effects-Guides in students' placement. This theme revealed that most participants pointed out positive effects are using a district-created qualification checklist. Teacher 13 noted, just because students qualify one year does not mean that they will qualify the next year. Teacher 15 said, "They have to re-qualify every year based on the district guideline sheet". Teacher 18 said, "If students score higher on the problem, they can exit the program". The theme specified that most teachers did not want students in the program for more than two years. According to the teachers, students can exit READ 180 once they reach grade level.

Subtheme 2: Negative effects incorrect use of district qualification checklist.

This theme showed that some of the teachers are not aware that the district has a qualification checklist to place and exit students into and out of the intervention programs. Therefore, they have created their own school guidelines Teacher 13 said, "I create my own qualification checklist." Teacher 15 stated, "I know the ability of the students I have in my classroom." Teacher 18 said just because students qualify one year does not mean that they will qualify the next year. T19 said, "I close my door and teach

what will help my students to exile." T20 explained that the district create checklist and throw it at teachers not knowing the students' abilities.

Research Question 3

The theme showed that the teachers participating in this study revealed that appropriate resources and sufficient time needed to effectively implement the READ 180 intervention program that may likely to combat widespread literacy problems in a New Jersey urban school district.

Theme 1: Positive Effects— Promote Teachers' Motivation

Theme 1 revealed that all teachers believe that they can effectively teach all students in their classroom (Colbert & Kulikowich, 2006). This theme indicated that many teachers stated the sufficient resources and time would help the teachers to implement the intervention program successfully. Teacher 16 stated, "My motivational level is very high when I have all I need to instruct my students". Teacher 19 said, "Students work well and produce better results when they are given resources". Teacher 20 explained that providing resources and enough time would show great outcome in the students' abilities. Teacher 25 indicated that sufficient resources produce a discipline classroom.

Theme 2: Negative Effects— Lack Motivation to instruct

Another concern that was revealed by theme 2 was that all of the participants' lack of resources to implement the READ 180 program not only requires the utilization of computers, but also several exiled leveled books, workbooks, CD players, and headphones with microphones. This theme indicated that teachers stated that they did not

have enough student rbooks, and the headphones given constantly break and it is difficult to get them replaced. Teacher 16 said, "I teach READ 180, but they keep placing students who should be in my classroom." I do not have materials for another program, so I use what I have. Teacher 17 also said, "If I am going to continue to receive students who beginner readers, then I should be provided with the resources that the students need to be successful". Teacher 19 stated, "I don't have my students write in their rbooks anymore. They take them home every year, but, I have them write on an answer sheet because the materials are so hard to come by due to everything being so expensive."

Theme 3: Teachers' desire to accept responsibility.

This theme revealed many participants were dedicated to their students' success. Teacher 4 said, "I am always prepared for my students the learning targets each day." Teacher 7 said, "Teaching is my thing I am always ready". Teacher 10 said, "I always find ways to make the learning interesting".

Theme 4: Parents, School, and District Influences.

The theme revealed that participants agreed the influences of parent, school and district, are negative due to lack of cooperation. The theme explained that the participants alleged they did not offer enough support to teachers. Teacher 2 said, "I am always stressed due to lack of reading resources I end up spending my own money". District always dealing with budget cut, schools have no money, parents do not complain. Teacher 9 indicated lack of parental involvement, low expectations. Teacher 13 said "no support from all bodies".

Research Question 4: Prospective Readers

Based on the research questions, the theme revealed that participants indicated the effectiveness of the intervention programs. Participants used the programs Read 180 (National Center on Intensive Intervention, 2011) and Striving Reader (Ogle, n.d.) successfully to improve students' ability to read, thereby increasing students' test scores on district and state tests. Teacher 2 stated that when intervention strategies used correctly it shows great out come. Teacher 3 said, "Intervention program can lead to a noticeable difference in students' test scores".

Theme 1: Reliability of Implementation

This theme revealed that the participants discovered that more intervention program support needed at the middle school level in implementing the prescribed intervention programs to increase student achievement. Teacher 2 said, "I felt that school administrators did not seem concerned with implementing the program with reliability if they provide supplies". Teacher 4 stated that teachers and students lacked needed resources for intervention programs, and school officers needed to become more knowledgeable of intervention program. Teacher 6 said, "Consistent data based guidelines should be used across all schools in the district when placing and exiting students into and out of the reading intervention programs". Teacher 5 said district guidelines that should follow.

Theme 2: Provision for Professional Development (PD).

This theme showed that most teachers revealed the need professional development courses that help them teach the program effectively. Teacher 5 said,

"Teacher and administrators need to learn strategies on how to implement interventions successfully". Teacher 7 also said, "District should send teachers on professional development course that will enhance learning". Teacher 9 said, "The state should improve on providing professional development that can help teacher to enhance students' learning instead of embarking on budget cut". These responses indicated that teachers recognized their responsibility to teach the students with strategies that can improve their reading. To achieve these goals, the teachers articulated an immense need for guidance from the school administrators, district and state particularly in the form of professional development courses. The themes and subthemes that emerged from the research questions summarized in Table 4.

Table 4

Summary of Research Questions, Themes, and Subthemes

Research Question	Themes and Subthemes
1. How are teachers experiencing the implementation of intervention programs?	Theme 1: Positive effects-- collaboration on the district level is needed to implement reading intervention Theme 2: Negative Effects -the district did not use a Read 180 team Theme 3: - Resources for the intervention programs. Subtheme 1: Optimistic effects—Helpful guidelines Subtheme 2: Negative Effects—Negative effects— use of data to monitor student progress. Theme 4: inconsistencies on how students exit intervention program Subtheme 1: Positive effects—Guides in

students' placement.
 Subtheme 2: Negative effects—incorrect use of district qualification checklist
 Subtheme 3: - Lack of support from the district.

2. How are teachers addressing the implementation of intervention programs?	Theme 1: collaboration on the district level is needed to implement reading intervention
	Theme 2: the district did not use a Read 180 team
	Theme 3: - Guidelines for placing students into intervention programs.

Table 4 (continued)

Research Question	Themes and Subthemes
3. How are these intervention programs likely to combat widespread literacy problems in a New Jersey urban school district?	Theme 1: Positive Effects— Promote Teachers' motivation Theme 2: Negative Effects — Lack motivation to instruct. Theme 3: Teachers' desire to accept responsibility Theme 4: Parents, School, and District Influences
4. How will the intervention program lead students to be prospective readers?	Theme 1: Reliability of implementation
	Theme 2: Provision for Professional Development (PD)

Summary of Findings

In the middle school studied, the problem intervention program had a negative

effect on teachers' teaching practices as well as the students learning. As an achievable

result, the theme revealed that the students' reading level scores remained low, inserting the school under strict guidelines and at risk of official sanctions. The purpose of this qualitative case study was to explore teachers' perceptions on intervention programs that can enhance the middle school students reading on northeastern of United States of America. Findings should contribute to understanding of teachers 'experiences on the implementation of intervention programs.

For this project study, 25 middle school teachers at northeastern school of the United States of America participated. Forty percent (n = 10) of the teachers were male, and 60% (n = 15) were female. The majority, 48% (n = 12), was in the 24-35 age group, and majority were Hispanic, 48% (n = 12). The majority, 36% (n = 9) had up to 5 years of teaching and up to 10 years at the middle school. The majority, 48% (n = 12) taught grades 8. The subjects taught were Literacy, Math, Social Studies, and science. The majority taught Literacy 76% (n=19), see (Table 1).

At the research site middle school, teachers detailed their position toward interventions program and its negative effect on their teaching practices as well as negative effects on the students with resulting low reading ability. This project study undertakes to help teachers acquire strategies that can help them to implement intervention programs successfully. Following from each research question and because of data analysis, several themes and subthemes emerged with regard to participants' perceptions on intervention strategies or programs. The themes specified teachers' considerations and reasonable thinking about their requirements on implementing

intervention programs. The subthemes explained the impact of implementing intervention programs.

For Research Question 1, the theme revealed the teachers' experiences on the implementation of intervention programs became evident. These were positive effects, the teachers participating in this study revealed that the need to be more administrative support at the school level in implementing READ 180 on how teachers experiencing or addressing the implementation of intervention programs. The theme specified that all of the teachers agreed that more collaboration on the district level needed to implement Read 180. The data-driven teaching had three subthemes: positive in terms of helpful guidelines in students' placement, negative in terms of incorrect use of district qualification checklist, and Lack of support from district.

For Research Question 2, teachers' addressing the implementation of intervention programs, four themes emerged. The first collaboration on the district level needed to implement reading intervention. Second, the district did not use a Read 180 team. The third theme was guidelines for placing students into intervention programs. There were some subthemes. Subtheme 1: Positive effects—Helpful guidelines. One teacher felt the district administrators and Read 180 team need to follow guidelines and not just place students into an intervention classroom. Subtheme 2: Negative effects— use of data to monitor student progress.

Based on this information on how teachers' address the implementation of intervention programs the use of data to monitor student progress is not consistent. The fourth theme was inconsistencies on how students exit intervention program. There were

subthemes in this. Subtheme 1: Positive effects—Guides in students' placement. Most participants pointed out positive effects are using a district-created qualification checklist. Subtheme 2: Negative effects—incorrect use of district qualification checklist. Some of the teachers are not aware that the district has a qualification checklist to place and exit students into and out of the intervention programs. Therefore, they have created their own school guidelines.

For Research Question 3, how intervention programs likely to combat widespread literacy problems in a New Jersey urban school district? These were both positive and negative effects. In the first theme, some teachers noted positive effects— Promote Teachers' motivation all teachers believe that they can effectively teach all students in their classroom (Colbert & Kulikowich, 2006). Many teachers stated that sufficient resources and time would help them implement the intervention program successfully. In the second theme, other teachers admitted Negative Effects— lack motivation to instruct

Another concern that was revealed by all of the participants was the lack of resources to implement the READ 180 program not only requires the utilization of computers, but also several exile leveled books, workbooks, CD players, and headphones with microphones. The teachers all stated that they did not have enough student rbooks, and the headphones given constantly break and it is difficult to get them replaced. The third theme reiterated a point associated with Teachers' desire to accept responsibility. Many participants were dedicated to their students' success. The fourth theme parents, school, and district influences. Participants agreed the influences of parent, school and

district, are negative due to lack of cooperation. Participants alleged they did not offer enough support to teachers.

For Research Question 4, how will the intervention program lead students to be prospective readers? Based on the research questions, participants stated that intervention programs were effective. Two themes emerged; the first was Reliability of implementation where participants revealed the need of more intervention program support at the middle school level in implementing the prescribed intervention programs to increase student achievement. The second theme was provision for professional development (PD).

Most teachers revealed the need for professional development courses that may help them teach the program effectively. Table 3 illustrates all themes and subthemes. The themes revealed for each research question addressed the study problem and provided insights into teachers' perceptions on experiences on the implementation of intervention programs, addressing the implementation of intervention programs, how resources and sufficient time needed for effective implementation, and experiences in the teachers' limitation of implementing intervention strategies. The teachers' recommendations for enhancement in the teaching and learning conditions of their students led to the rationale for implementation of this project study.

Finding 1: The teachers participating in this study revealed that the need to be more administrative support at the school level in implementing READ 180 on how teachers experiencing or addressing the implementation of intervention programs.

All of the teachers agreed that more collaboration on the district level is needed to implement Read 180 Teacher 3, with many years of experience, stated that sitting down and talking to some teachers and district administrators was preferred. Nevertheless, the teacher felt that the administrators would not bother to listen. These teachers followed up by stating, "I really do think that the principal and assistant principals or district administration need to sit down and take some instruction with READ 180 and see what it entails and maybe they would understand." On-going research indicated the importance of leadership in schools. Arne Duncan the United States Education Secretary stated, "There's no such thing as a high performing school without a great principal" (Connelly, 2010, p. 34). Teachers were careful not to state negative things about their principal, but they wanted to convey that collaboration is important and teacher-principal collaboration shows that their district administration is concerned with what concerns them.

Teacher 1 also stressed, "Nobody explains to me why a student has been placed into my READ 180 class or how the student qualifies. I really don't know if students are being properly placed into my classroom." The teachers want to be able to offer input about student placement and the number of students placed into their classrooms.

Teacher 3 explained that too many students placed into her classroom, there are not enough computers, and nobody cares. She stressed, teachers are supposed to have three students to a computer, so they can properly go through the program. However, the teachers put 28 to 30 students in their classrooms and they do not have enough computers. They do not ask me anything, but I have told them that I have seven working computers, for 21 students.

Teacher 3 continued to express her deep concern for the students' allocation to READ 180 in the district. She stated students are just not getting what they need because they do not have computers. The district administrators are aware of this, but nobody is doing anything. The district administration has talked to the principals, but nothing done and this frustrates me. Teachers 4 also revealed that the district did not use a Read 180 team. The teacher stated that if there was a team in place at the district level, there may be more collaboration and their needs, along with their students' needs, met. According to Hoover and Love (2011), a challenge with effectively implementing intervention program is obtaining teacher support and buy-in so that the teachers are able to implement the necessary changes needed to transition into this model. Based on these findings, I created a project to address ways that administrators can offer support to increase reading achievement.

Finding 2: Teachers participating in this study revealed that consistency in intervention program procedures, instructional practices implemented across local district to ensure successful implementation of the needed interventions. Teachers, who are responsible for implementing needed reading interventions, want to know if their implementation practices are successful. All the teachers surveyed gave different responses as to how data used and analyzed to influence decisions. Teachers asked, "How are you addressing the implementation of intervention programs?" Teacher 1 replied that she uses the READ 180 reports from the Scholastic Achievement Manager (SAM). She alleged that she prints them out twice every 4 weeks or more often if a student asks

questions about their lessons. She uses this data to establish student progress and rewards students for growth twice every 4 weeks.

Teacher 2 stated that she uses the Scholastic Reading Inventory (SRI) data to determine if student's exile levels have greater than before. Teacher 3 also uses the intervention grouping data and growth reports. She affirmed, "The SRI is a good indicator of determining student growth." Teacher 3 mentioned that she evaluates by giving students an oral reading fluency test and listening to their recorded reading to see if her students are making progress. Teacher 1 explained, "There are district reports that the teachers and the administrators cannot access. This information is shared with them at their READ 180 meetings that occur at least two or three times a semester." The teacher 2 stated that district reports were not accurate or fair. She felt that the district data did not reveal true results because the intervention programs are not consistent. She revealed that not all of the teachers have access to the same resources and some are not implementing the program correctly.

Based on this information on how teachers' address the implementation of intervention programs, the use of data to monitor student progress is not consistent. Teacher 2 said, "If teachers don't use the program correctly, they might as well not use it. There is no consistency among teachers; we cannot use district data to compare teachers." Teachers also felt that district administrators and everybody involved in Read 180 needed to be trained on the guidelines for placing students into the intervention programs. Framework of this study is about how the culture affecting and shaping cognitive development. Considering Vygotsky's theories that cognitive development can help

educators to understand how children's brains develop and growing strategies for assisting in a child's cognitive maturity. Therefore, participants noted that the district has guidelines for placing students into intervention programs. The teacher wrote that district administrators, and Read 180 team need to follow guidelines and not just place students into an intervention classroom. The other teachers did not mention anything about a district guideline for placing students into intervention programs. One teacher stated that in use district assessments and district based assessment scores to place students into her intervention classes.

Teacher 3 said, "We do not have a cut off score but those who constantly fail school based assessments and district assessments are placed into an intervention program." Teacher 4 revealed, "They just put the special education students in my class. Many of them are double coded, special education and English language learners. I don't think any guidelines are used." She also stated that many of her students placed into READ 180 while they should not be place in the program. The surveys also revealed inconsistencies on how students exit READ 180. One school uses a district-created qualification checklist. Teacher 1 noted, "Just because students qualify one year doesn't mean that they will qualify the next year. They have to re-qualify every year based on the district guideline sheet."

Teacher 3 said, "If students score 70% or higher exile on the SRI, they can exit the program". They may also exit if they score high on the school-based assessment or district assessment. Teachers do not want them in the program for more than two years.

According to Teacher 3, students can exit READ 180 once they reach grade level. Some of the teachers are not aware that the district has a qualification checklist to place and exit students into and out of the intervention programs. Therefore, they have created their own school guidelines. Based on these findings, I created a possible solution to address the inconsistency in placing and exiting students into and out of READ 180 intervention classes.

Finding 3: Theme state that the teachers participating in this study revealed that appropriate resources and sufficient time needed to effectively implement the READ 180 intervention program that may likely to combat widespread literacy problems in a New Jersey urban school district. Another concern that was revealed by all of the participants was the lack of resources to implement the READ 180 program not only requires the utilization of computers, but also several exile leveled books, workbooks, CD players, and headphones with microphones. The teachers all stated that they did not have enough student rbooks, and the headphones given constantly break and it is difficult to get them replaced. Teacher 1 stated, "I teach READ 180, but they keep placing students who should be in my classroom. I don't have materials for another program, so I use what I have."

During the survey coding, I found out that each school should have at least two intervention programs. Teacher implementing READ 180 and another teacher implement Striving Readers. The Read 180 teacher services students with a score of 70% and above. The Striving teacher services students classified as Beginner Reader to under 70% score. A teacher stated, "If I am going to continue to receive students who beginner readers,

then I should be provided with the resources that the students need to be successful." All teachers needed new updated rbooks.

An rbook is a workbook that students use to obtain daily instruction in reading, vocabulary, writing, and grammar skills. Each student should receive their own rbooks to complete lessons. However, the survey revealed that some schools are no longer providing this needed resource for the students. Teacher 1 expressed, I do not have my students write in their rbooks anymore. They take them home every year, but I have them write on an answer sheet because the materials are so hard to come by due to everything being so expensive." Headphones and CD players needed. All teachers were dissatisfied with not being able to get replacement headphones when needed. Teacher 1 stated, "I always need new headphones due to breakage so often. I continue to ask for them and it is always a problem and it always takes too long to get them." Teacher 3 highlighted, "I need more computers, better computers, better headphones, better microphones, more materials, and more time."

According to each teacher, the READ 180 and Striving Readers programs designed to implement daily for 90 minutes. When asked the question, "How often do students visit your class and how many minutes do they spend with you?" All teachers responded that the time assigned is not enough. All participants expressed a desire and need to have more instructional time with the students. Vygotsky's definition of cognitive development as the construction of thought development, including word retention, problem solving, and decision-making, from childhood through adolescence to adulthood was not achieved because many teachers conveyed that they have to leave out certain

components of the program or shorten time spent on each component because of time restrictions. A teacher stated, "Because some teachers only have 80 minutes' block daily instead of 90, I don't perform the wrap-up at the end of the time."

Teacher 4 revealed that she only saw her students every other day for 60 minutes. During the survey, I discovered inconsistencies among schools in adhering to the 90 minutes of daily intervention program prescribed by Scholastic. All the techniques I explained help me to see the data in a new light. Conceptual frameworks for this study based on research about the common qualities needed to address low-performing students that have been particularly stressful for teachers. Vygotsky clarifies that cognitive improvement stems from social interactions through guided learning within the zone of proximal development as children and their partners co-construct knowledge. Vygotsky explains that the environment in which children grow up will influence how they think and what they think. Vygotsky also places more emphasis on the role of language in cognitive development. The cognitive development results from an internalization of language (McLeod, 2012). Based on the results from the survey questions, participants revealed that the lack of motivation and desire to accept responsibility to learn from students were stressful situations.

Participants also stressed lack of reading resources and lack of implementation of strategies for improvement. Lack of parental involvement, low expectations, classroom size, and insufficient technology that can help students improve in their education directly influenced intervention-program success, according to participants. Most participants revealed if students are motivated, parents involved and all resources

available, the students will be likely to combat widespread literacy problems in the urban

school district

Finding 4; the teachers participating in this study revealed that appropriate resources and

sufficient time is needed to effectively implement the READ 180 intervention program

that may lead students to be prospective readers. The finding showed that most teachers

in the NPS exposed to or have experience with intervention programs. Overall, teachers

perceive intervention programs as a method of providing students who are struggling

academically with additional support or resources to improve learning outcomes.

Teachers also design and implement intervention programs to help students overcome

academic challenges. Intervention programs can lead to a noticeable difference in

students' test scores. Based on the research questions, participants stated that intervention

programs were effective. Participants used the programs Read 180 (National Center on

Intensive Intervention, 2011) and Striving Reader (Ogle, n.d.) successfully to improve

students' ability to read, thereby increasing students' test scores on district and state tests.

Summary of the Data Analysis

The data analysis derived from information received from the twenty-five

participants who agreed to participate in this study. I sent out 25 invitations to participate

in my study and received information that all twenty-five participants agreed to

participate in my project study. Merriam (2009) stated that in case study research, the

number of participants is not as important as selecting participants who are able to answer

the research question. Creswell (2012), noted that a "case" might include a single or

several participants. Creswell also suggest that when researchers are seeking a thorough

understanding of a phenomenon, only a small number of cases need to assess because focusing on too many cases will limit the time that the researchers have to offer to investigate a particular case.

After survey of the twenty participants, data fullness raised because enough data collected determined the existing ideas; therefore, no further data collection was necessary. The research findings from the participants inspired me in creating my project study. Research questions as a guided these procedures. Analyzed and re-analyzed of the data to discover the most important themes from the data to guarantee that the project would offer a substantial solution to the needs and concerns addressed among the participants surveyed. A variety of quotes from the survey transcriptions helped to express the participants' point of view and validate my clarification of the findings.

The main goal was to use the project to provide a remedy to the stated needs and concerns. The participants revealed that more intervention program support needed at the middle school level in implementing the prescribed intervention programs to increase student achievement. The participants stated that school administrators did not seem concerned with implementing the program with reliability. According to the participants' statement, teachers and students lacked needed resources for intervention programs. The school officers needed to become more knowledgeable of intervention program. The participants wanted support from the school district officers, to ensure student achievement.

The participants also noted that consistent data based guidelines used across all schools in the district when placing and exiting students into and out of the reading

intervention programs. Participants carried that each their own guidelines for placing students into the intervention programs. Some participants stated that there are district guidelines followed. However, some participant revealed in the survey that they were aware of any district guidelines for placement into intervention program. Each school also used a different method to exit students from the program.

The data revealed district guidelines on intervention program are available, the teachers and district administrators need to be informed. In addition, the participants also discussed a lack of resources and sufficient time to implement the program. Many of the participants decided that the given the prescribed time portion to teach their students is not enough. The participants mentioned that a lack of needed resources caused trouble in applying the program efficiently. All of the twenty-five participants were doing the best they could with the resources that were available to them. The participants said that having the needed resources would absolutely move student achievement.

Conclusion

The purpose of this case study was to examine teachers' awareness on of intervention program to improve the schools' achievement in reading. Teachers surveyed to understand their perception on intervention program. A number system and content analysis used for data analysis, to assist in developing the narrative. The study used survey from twenty-five middle school teachers' district to create and recommend a plan to solve the identified problem. In section 2, a report of the qualitative case study was deliberated.

The main themes surfaced from the research data that assisted in creating the project. The first theme was the need for more administrative support at the middle school level to increase. The participants discovered that more intervention program support needed at the middle school level in implementing the prescribed intervention programs to increase student achievement. The participants felt that school administrators did not seem concerned with implementing the program with reliability. The participants stated that teachers and the students lacked needed resources for intervention programs. The participants also stated that school officers needed to become more knowledgeable of intervention program. The participants wanted support from the school district officers, to ensure student achievement. The participants also noted that consistent data based guidelines used across all schools in the district when placing and exiting students into and out of the reading intervention programs. Another theme was the need for a consistent data based guidelines across middle school for students entering and exiting the READ 180.

The other theme was the need to for appropriate resources, and sufficient time effectively to implement the intervention programs. The participants indicated many other themes. One of the themes was reliability of implementation, which revealed that appropriate curriculum should be engaging to capture the attention of effective learning that may lead students to be prospective and efficient readers. Another one was assessment where the use of assessment through formal and informal assessment in all geographic locations to help all students to enhance their academic growth revealed.

Parental involvement was another theme where lack of parental involvement and low expectation were stressful for all the participants.

Finally, small group instruction was a theme where participants indicated based learning instruction. In Section 3, I will focus on the project and presents a literature review, project evaluation, and the project implications. In Section 4, I will explain my reflections and conclusions regarding the study.

Section 3: The Project

Introduction

In Section 3, I will provide a description of the proposed project for this research study. Following up the analysis of the study's findings, the task progress for this study happened as a result of making a decision upon a suitable approach from which to apply the results. In this section, I will describe the project and the rationale for selecting the genre and design of the project. In this section, there will also be a review of the literature that guided the project's development and the potential implementation suggestions for the project. An explanation of necessary resources for implementation will also present in this section as well as is a discussion of the barriers that might hinder implementation. Finally, I will present the process for evaluating the project's effectiveness upon implementation and an explanation of the implications for potential social change.

Description and Goals

My rationale for the policy recommendation with details project was related to the study school district's failure to meet AYP standards because of low performance in reading accomplishment and students scoring low in state and district assessment. Graham (2013) explained that policy recommendations with details are a successful way to instruct and talk to targeted listeners and that policy recommendations with details are often used in the technology field to solve a technological problem. Stelzner (2013) also revealed that a policy recommendation with details helps the audience make conclusions and resolve problems. A policy recommendation with details may be used as a research-

based certificate that includes suggestions to help resolve problems. The policy recommendation with details completed by CTB/McGraw Hill (2010) explained that the goal was to develop student accomplishment by providing resolutions for successful implementation of an assessment component in the intervention strategies.

The policy recommendation with details I developed for this project study will be used to present the findings and my recommendations on how to improve the impact that reading-intervention programs may have on the development and academic advancement of a student and to improve students' achievement in reading in the school district under study. The policy recommendation with details provides a representation of the research study by deliberating the program implementation concerns and proposals for implementation enhancement. The policy recommendation with details presents a project to the administration, educators, and parents in the district studied that consists of information relevant to implementation of intervention programs. The policy recommendation with details includes an introduction, description of problem, description of solution, recommendations, conclusion, and references.

In this policy recommendation with details, I incorporated descriptions of the data collected using survey questions with participants. This description focused on addressing the district's problem by gathering teachers' perceptions on intervention programs. With the policy recommendation with details and case study design, I focused on addressing the school district's problem by supplying relevant intervention information that educators can use to inform decisions relating to improving teacher implementation practices and improving student achievement.

Rationale

Following up a reflection of the data collected and analyzed during the research stage of this project study, , for the final project I elected to design a position paper policy recommendation with details. A policy recommendation with details can be defined as "a short document intended to state an organization's policy, position, or philosophy about a subject or to pose a problem" (Young Adult Library Services Association [YALSA], 2013, para. 1). Based on the findings identified in Section 2, I selected a policy recommendation with details (see Appendix A) as the project genre to tackle the educational problem of this project study. Following a review and analysis of the survey question response data collected the need for the projected usefulness of the policy recommendations with details surfaced.

Implementation of policy recommendations with details allows scholars to provide information that is targeted to a special audience in the school district. The policy recommendations with details also provides administrators, educators, and other school personnel with information that could assist them with improving intervention strategies and intervention programs for struggling readers. The policy recommendations with details explained my analysis of the study data in language that educators and other stakeholders can understand. In addition, the project addressed the revealed problems of lack of administrative support, lack of resources, and inconsistency of intervention programs in the school district and indicated the lack of parental involvement. In this project study, I also present my analysis of teachers' perceptions after reading the participants' responses on the survey questions.

The policy recommendations with details provide administrators and educators with recommendations concerning successful implementation of an intervention framework based on my analysis from the qualitative case study. The project study also focuses on relevant information concerning the local district's intervention programs for struggling readers and presented recommendations for enhancing current practices. There is also a focus on providing information that could assist in increasing knowledge to enhance the reading skills of middle school students.

Review of the Literature

In this study, data specified that school teachers spend large amounts of time engaging with students who have reading difficulties; however, amazingly, teachers participated in very little PD. Extra themes, which were shown from the data, showed the significance of the role of intervention programs in preventing and addressing students reading problems. This literature review focused on the construction and contents of developing the project study form of policy recommendations with details. The solutions and recommendations I arrived at after collecting and analyzing the data from the study are published in the policy recommendations with details to administrators, teachers, and other educators in the local school district. The information of this project was initiated from the literature review in Section 1 and the following review of the literature. The spotlight of the literature review focused on the following: policy recommendations with details, reading intervention challenges, and intervention programs.

In my review of policy recommendations with details, I will explain the genre, the suitability of the policy to address the problem, and the structure of policy

recommendations with details. Reading intervention challenges at the study site were revealed in the data analysis of this project study. Intervention programs centered on the possible positive effects on READ 180 and Striving Readers were established in the literature. This review of the existing literature was the basis of the project study. The literature review was undertaken using the following databases: ProQuest Central, ERIC, and EBSCOhost. Key search terms included: *the policy recommendations with details, reading intervention implementation challenges, administrator support, acquiring funding for reading intervention, reliability, intervention resources, reliability of implementation, professional development, assessment, parental involvement, small group instruction,* and *implementation consistency*.

This literature review contains articles written within the last 5 years. Many example designs of policy recommendations with details were accessible, but few details existed on using them in educational settings. Researchers discussed descriptions, definitions, and the construction of policy recommendations with details. The reading intervention challenges of the study site revealed during data analysis were administrative support, reliability, consistency in program and practice, resources, and sufficient time. These challenges will be reviewed in detail in the following review of the literature. READ 180 will also be addressed to review the research about the reading intervention program used by the district being studied.

The Policy Recommendations with Details (Position Paper)

I chose the policy recommendations with details for the finished project to educate and assist administrators and educators in the local school district. Kantor (2009)

explained a position paper as "a document between six and twelve pages whose purpose is to educate, inform, and convince a reader through the accurate identification of existing problems and the presentation of beneficial solutions that solve those challenges" (p. 11). In the policy recommendations with details, I will discuss the barriers of reading intervention implementation and provide recommendations to advance implementation practices. The policy recommendations with details can be useful in distributing important information to business professionals, educators, and specific audiences. Kantor (2009) clarified that "one-reason a business decision-makers value policy recommendation with details is because some policy recommendations with details is an important and fact-based standard" (p. 11).

The main benefit of policy recommendations with details is its potential to present educational subject matter that controls facts to authenticate claims and develop reader's confidence (Kantor (2009). Kantor (2009) affirmed that the policy recommendations with details are the marketing tool used most commonly to express information to a targeted audience. For these reasons, the policy recommendations with details were suitable for publishing this study's findings and recommendations to the local district.

Constructing a Policy Recommendation with Details

The policy recommendations with details can serve numerous purposes. Kantor (2009) acknowledged different formats and purposes for writing policy recommendations with details but noted that policy recommendations with details should target a specific audience. A policy recommendation with details helps in enlightening a targeted audience

about a problem and in building support for a proposed solution (YALSA, 2013). The

goals of these policy recommendations with details included informing district and

school administrators and educators about the results of the study and convincing all to

accept the solutions and recommendations outlined in the policy recommendations with

details.

Response to Intervention Challenges

Urban schools across the United States are experiencing challenges related to the

implementation of reading intervention (Orosco & Klingner, 2010). Orosco and Klingner

(2010) showed that avoiding scheduling issues at the school level was a challenge for

teachings and administrators due to scheduling conflicts. Many educators are also unsure

of their job and or responsibilities, which also cause challenges when implementing

reading interventions (Pyle & Vaughn, 2012). Pyle and Vaughn (2012) also noted that

schools are experiencing difficulties with teaching students to read because students are

several grade levels behind in their reading levels, which produces a lack of motivation

and influences student accomplishment. Teachers must understand the challenges of

implementing reading interventions before schools can experience academic victory in

this arena(Orosco & Klingner, 2010). If reading intervention is implemented before

teachers are aware of the obstacles, students may not be able to reach their desired

intellectual accomplishments.

Administrative Support

District administrators must provide finances to have successful implementation

of any new reform (Friedman, 2010). In this study, the lack of needed resources is one of

the challenges to implementing intervention programs for struggling readers. Friedman (2010) established that continual success requires continual investment in programs, the costs of PD, materials, and staffing can be difficult due to budget restrictions. Hamilton (2012) understood that the implementation of reading intervention requires funding that should supply possessions for the instructional process. Hamilton stated that many times new funding is not needed, but current funds should be reallocated based on the collective vision of the school to increase student achievement. Hamilton also believed that federal money is sufficient to implement reading interventions.

Cicek (2012) stated, "Although no state or federal funds are specifically appropriated for reading intervention implementation, several funding sources such as academic funds, which related to drop-outs and special education services may suitably be accessed by districts to support this initiative" (p. 846). Cicek stated that administrators have right of entry to funds that can be used to provide resources to implement the reading reform. Educational administrators are accountable for being instructional leaders. Jones, Yssel, and Grant (2012) exposed that school principals play a major role in the successful implementation of reading intervention programs.

Teachers and administrators working together are crucial in the success of the reading intervention initiative (Hamilton, 2012). According to Hamilton (2012), the principal is in charge for assessing the implementation of new programs and providing support to raise the level of implementation. School principals are responsible for ensuring those new proposals are successful at their school level. Therefore, a lack of administrator support has caused a blockade to the implementation of reading

intervention because a lot of administrators are not educated about the reading

intervention process (Sansosti, Goss, & Noltemeyer 2010).

Sansosti et al. (2010) specified that principals must display their knowledge by

participating on reading intervention teams, supplying the resources to implement

research-based interventions, using a data-based system to examine progress, and

allotting time for teachers to meet to discuss student achievement. When administrators

are working as instructional leaders they make sure that teachers have the resources

needed to implement reading programs with reliability. (Hamilton, 2012). Administrators

will also provide time for teachers to work together to discuss instructional strategies that

may benefit the students' academic performances. School principals are experiencing

obstacles during reading intervention implementation.

In the study conducted by Sansosti et al. (2010), 476 school principals completed

"a survey to determine the importance and availability of reading intervention related

practices and beliefs among school principals" (p. 289). Sansosti et al. revealed that

school principals in this study believed that reading intervention was important but

difficult to implement in a higher school setting. Sansosti et al. also expressed that

intervention and accountability were important but not readily available in the schools

participating in this study. In the data analysis results, I found that administrators lacked

the use of research-based interventions and systematic data collection on the schools.

Administrative support is needed during reading intervention implementation.

Sim (2011) confirmed that Barnhardt (2009) also performed a case study that included

two elementary schools and their principals. Barnhardt found that one of the schools

received principal support through constant teaching training, professional development, and continuing teacher support, which resulted in a successful reading intervention implementation experience. The other school in the study experienced a lack of principal support in reading intervention implementation and their efforts were unsuccessful. Barnhardt discovered the importance of district leadership, because the principal who demonstrated poor leadership skills in the implementation of reading invention did not have district support to assist with his school's implementation. Principal leadership influences successful or unsuccessful reading intervention implementation.

Professional Development (PD)

By high merit of the task, teachers endlessly work to increase the teaching skills in order to facilitate school development efforts and increase student achievement in reading. Professional development (PD) refers to the formal learning opportunities in which practicing school teachers participate in order to improve their expertise (Goldring et al., 2012). Many of the teachers within this study designated an absence of 7 participations in detailed PD targeted toward improving their skills to work with struggling readers, and the teachers believed that their skill development was as a result of testing and mistake experiences from the organization of different circumstances.

Reliability of Implementation

Reliability is important when implementing an approved program. According to The National Center on Response to Intervention (2013), reliability refers to the "degree to which the program is implemented as intended by program developer, including the quality of implementation" (p. 11). Unless the intervention program is implemented as it

was designed, reliability cannot be measured. Newman- Jacobs (2008) said that schools were accountable for making sure that teachers' instructional practices are research-based, clear, and purposely delivered as arranged by the authors.

Newman-Jacobs (2008) discovered that reliability on the higher school level was uncertain, whereas it was more noticeable on the elementary level. Denton et al. (2013) found that reading intervention reliability is difficult because of scheduling issues. In conducting this study, I found that teachers found it difficult to implement the approved program because students were not scheduled to attend the appropriate classes. It is difficult for teachers to implement a program without the proper resources and accurate student placement. Students should be placed into the correct Tier level for utmost learning to take place. Schools that do not follow the correct procedure for placing students in the correct classes may not experience positive results.

Educators must make it a goal to execute interventions with reliability (O'Keeffe, 2016). Insufficient intervention reliability could compromise the validity of reading intervention. Implementations and deteriorate reading intervention implementation success to be used as an option in lieu of previous methods for assisting at-risk students (O'Keeffe (2016). When implementation reliability is low, reading interventions will be unsuccessful as previous instructional methods (O'Keeffe, 2016). O'Keeffe (2016) in addition stressed that the due process of learning disabled students may be broken if intervention reliability is low or not measured. Many students who are classified as learning disabled are required in an individualized education plan (IEP) to receive a specific amount of time in a core subject daily. If teachers are not providing instruction

based on students IEP, they are not obeying the law. It is very important that all students receive the suitable amount of teaching and intervention classes are taught as approved.

Educators must use data to determine if interventions are positively affecting student achievement (YALSA, 2013). According to the Institute of Educational Sciences (2009), teachers have access to a large quantity of data but have not been trained on how to use the data. Stecker, Lembke, and Foegen (2011) stated that for schools to see students' achievements, they must use assessment data to supervise their instructional programs. If teachers are required to use data to verify student's progress to produce increased academic achievement, the teachers must be taught and held accountable for using data assessment tools (Nunn & Jantz, 2009).

Consistency in Intervention Program and Practice

Progress observation is used in reading intervention models to inform educators when students are not making acceptable progress (Stecker et al., 2008). Stecker et al. (2008) recommended that curriculum-based measurements (CBM) may be used. With CBM, teachers must give short assessments to determine the student's ability in a specific academic area. In the district studied, teachers administer CBM on a weekly basis in order to assist with making instructional decisions. Teachers must use resources, allocate time, and apply effective assessment procedures in general and special education classrooms (Stecker et al., 2008)

Dependable plans are important in determining if student's needs are being met. Burns (2013) stated that rules must be put in to place to make intervention and instructional decisions. Burns understood that reliable decisions must be made for

students that are based on data across school and districts. In this study's data analysis, there was a notice that the local school district studied needed to implement steady guidelines for students entering and exiting intervention programs. Data must drive instructional decisions to effectively meet the needs of struggling readers (Bacon, 2012). It is serious that teachers follow curriculum guidelines. In Burgos's (2012) mixed methods study, participants in the three qualitative interviews discovered a lack of consistency in the way that teachers implemented curriculum. Burgos stated that some teachers were following the curriculum, while others were not. Burgos expressed that many times teaching practices are inconsistent because experienced teachers think they know everything and resist change. Burgos listed some suggestions to correct this issue.

The main suggestion was to highlight the importance of principals or facilitators monitoring teachers to ensure that they are following the curriculum guidelines (Burgos, 2012). For this to happen, principals must become instructional leaders and learn the curriculum and or intervention programs that they are requiring teachers to implement (Parsons & Beauchamp, 2012). When implementing the reading intervention framework, creative instructional leadership is required to implement an effective intervention program (Parsons & Beauchamp, 2012). This local district's study revealed that inconsistent guidelines and practices among teachers and administrators will not produce success for all, but will leave students behind in reading and will not help the local district in meeting AYP reading targets. School leaders must obtain on an instructional leadership role versus an executive role to ensure that a successful instructional program is implemented (Parsons & Beauchamp, 2012).

In a qualitative study by Kolsky (2009) it was disclosed that principals directly influence the instructional practices of teachers. Kolsky interviewed principals and teachers, and the survey revealed that school administrators must be embedded in instructional leadership to see improvement in teacher's instructional practices. Effective instructional leadership on behalf of principals is important in continuous school improvement (Kolsky, 2009). The data also recommended that principals must obtain effective leadership skills before becoming successful instructional leaders. Effective leadership starts with school administrators who are leading by example and making an effort to ensure that teachers are implementing programs effectively and with reliability.

Resources and adequate Time

Time and adequate resources were additional challenges recognized in this present study. The reading intervention framework recommended that students are grouped and regrouped based on their academic needs (Institute of Education Sciences, 2009). School leaders are in charge of providing intervention instructors with time that allows student schedules to change as needed (Schnoebelen, 2012). Students' preparation needs should be given priority over the needs of the general classroom instruction. (Howell, Patton, & Deiotte, 2008). Schnoebelen (2012) stated that to spotlight on student needs, the school leader must supply a bendable schedule that allows educators to group and regroup student based on their needs. Schnoebelen stated that school administrators need to implement calendar that meet the teachers and student needs to optimistically affect student academic achievement. The results of Schnoebelen's qualitative case study recommended that school administrators to implement a 30-minute homeroom period that

could allow intervention teachers the chance to afford targeted instruction and interventions.

As cited in Sim (2011): School leaders are in charge for certifying that the instructional setting is student-centered and needed interventions replace less important needs, such as bell schedules. Time must be set aside to permit students to obtain additional interventions to implement the reading intervention model successfully. (p.78) Although this may be challenging, student needs must surpass staff needs in order to successfully impact student achievement (Howell et al., 2008). Setting up enough class time to implement core curriculum and interventions is necessary to meet student academic needs (Vaughn, Denton, & Fletcher, 2010). The district studied uses READ 180 as their reading intervention program.

This program requires that students receive instruction daily for 90 minutes to receive all of the necessary mechanism of the program. During the data collection of this study, all of the teachers revealed that their students were not receiving the 90 minutes of daily instruction. Teachers also stated that they were leaving out some of the essential works because of lack of time. The teachers indicated that many strategies were not covered. The teachers revealed that other subject such math and science declined because of lack of time.

Blakey (2010) conducted a study at Gunning Bedford Middle School that improved student accomplishment and pointed the achievement gap among special education and regular education students by implementing building-wide schedule changes. Gunning Bedford middle school implemented a 60-minute flexible block

timetable that allowed them to incorporate a 45-minute academic enrichment period where teachers could identify students needing additional academic support. As well as provide core academic remediation and supplemental interventions during this time period. The study results revealed that after implementing the schedule changes the special education students outscored their general education peers (Blakey, 2010).

Cooley & Floyd (2013) stated that state policymaker reduced the education budget by more than $4 million. This budget cut rigorously affected many school districts, which had to move their funds to keep teachers and certain programs in the school. (Thompson, 2011). In Haggard-Wellmann (2012) study, stated students and teachers were not given enough access to computers. The teachers in the study complained that they did not have enough access to computers. The teachers believed that technology is a crucial skill needed in the world outside of school to assist students in real-world applications (Haggard-Wellmann, 2012). Computers were one of the needed resources identified during this study's survey. Many of the teachers stated they needed more computers and better working computers and headphone. Budget cuts and funding are the factors limiting access to technology and administrators must find a way to transfer funding to allow teachers the opportunity to implement technology resources (Davies, 2011).

Read 180

During the data collection, participants indicated that the reading intervention program used by the district studied is the Scholastic READ 180 program. Several concerns discussed were preparation issues, lack of resources and time limitations. The

participants felt that because of these issues the READ 180 program was not implemented to its fullest prospective. Therefore, students did not show significant academic achievement. The data also revealed that some schools did not show Significant exile gains compared to some schools that were equipped with sufficient resources.

Researchers at What Works Clearinghouse (WWC; 2009) conducted a series of studies to determine how successful READ 180 would be in increasing student academic achievement in reading. It was well-known that out of 110 studies only seven met What Works Clearinghouse (WWC) rigorous standards. Based on the information, the success of READ 180 to increase literacy and understanding achievement was determined to be potentially optimistic. The studies concluded that more investigation is required to verify the overall success of READ 180. Hubbard (2011) evaluated students in a READ 180 programs with students who met the qualifications for READ 180 but who were not in the program. Hubbard discovered no significant differences on their pretest and posttest scholastic inventory scores.

Hubbard (2011) stated that if this intervention program is not producing significantly higher levels of achievement in reading, the district should not waste the money on this program. Hubbard recommended that this finding could be the effect of the criteria used to place students into the READ 180 program. Hubbard disclosed inconsistencies on how students were placed into the READ 180 program. Therefore, some students may not have shown improvements because the program level was too low and teachers attempted to adjust their reading level to the computer-assisted program level (Hubbard, 2012).

Sim (2011) cited that Lang et al study of a Florida school district, 207 students were receiving READ 180 instruction and 202 students were in the general intervention program. Participants were randomly allocated to groups and given the Florida comprehensive assessment test. Lang et al. instituted that students who were instructed with READ 180 scored much higher in comprehension than students in the general intervention program. Also a mixed method study conducted by Houck (2012) consisted of first-year ninth-grade students who time after time performed poorly in reading in seventh and eighth grade and they were reading two levels below grade level. Ninety-three ninth graders participated in the study and received instruction in READ 180.

Houck (2012) discovered that READ 180 students showed an overall growth of two years and improved their reading skills by 74%. I accomplished from the study that READ 180 can have positive effects on student reading achievement. These findings gave me confidence to believe that the district studied has the ability to affect students' success by improving reading interventions and READ 180 implementation. I recommended in the policy recommendations with details that the district studied continue to use the READ 180 program and focus on improving implementation by obtaining the needed resources, assigning appropriate time, and receiving support from administrators.

Summary of Literature Review

Data from this study drove the review of literature in preparation for developing the project (policy recommendation position paper). The participants indicated that an area of teachers' practice that is lacking is the access to definite, continuing, job-

embedded PD for working with struggling readers. This literature review addressed

policy recommendations with details, reading intervention challenges, and READ 180.

Reading intervention challenges that were noted in the literature review were

administrative support, reliability of implementation, consistency in intervention program

and practice, and resources and adequate time. The literature revealed that these subtopics

require assistance on behalf of school administrators. It was noted that intervention

programs cannot be implemented proficiently without ensuring that teachers use

instructional practices according to the core curriculum standards (Oliver, 2011).

Educators cannot effectively implement any program without resources, time, and

funding (Craig, Iberman, & Perdue, 2009).

READ 180 was explained in the literature review to provide an insight on the

effect of READ 180 on the reading achievement of middle school students. WWC (2009)

this study revealed that correct implementation of READ 180 may have a significant

effect on the reading achievement of middle school students. Presenting these finding in

the format of policy recommendations with details may cause the district studied to read

and apply the given suggestions. Using the policy recommendations with details will

permit the results to be offered in an easy-to-read and comprehensible method. A policy

recommendation with details summarizes research results into a well written document

that presents information to meet specific needs (Sakamuro & Stolley, 2010).

Academic policy recommendations with details are written more often to cover

educational subject matter (Ritz, 2009). I used an educational research presentation in the

form of policy recommendations with details to publish problem, solutions, and

recommendations on how to implement a successful intervention program to increase

student reading accomplishment. To assess the usefulness of my policy recommendations

with details, a formative assessment was used. The next section of this study will focus

on the study's project implementation process.

Implementation

The procedure for implementing the policy recommendations with details require

that it be written and deliver to the designated district representative. This paper showed

the policy recommendations with details guidelines. The policy recommendations with

details included an introduction, problem, recommendations, conclusion, and references.

The overall goal of the policy recommendations with details was to provide suggestions

that the district could use to make improvements to their reading intervention model.

The district representative is in charge for deciding how the policy

recommendations with details distributed after the supply a copy of the final project. The

district representative decides if the policy recommendations with details would be

delivered as an electronic copy or hard copy. The district representative may choose to

have the policy recommendations with details (position paper) presented during an in-

service to teachers, school administrators, and intervention team teachers in the local

school district. The district may also ask for help with the implementation of the

recommendations discussed in the policy recommendations with details.

Potential Resources and Existing Supports

The local district representative's decision for distributing the policy

recommendations with details (position paper) to district employees will help in making a

decision the resources required to implement this project. Resources needed are smart board for in-service presentation, laptop, a computer, a copier, copy paper, staples, and a stapler to staple printed copies of the policy recommendations with details (position paper) as well as email addresses to distribute electronic copies. The district representative, administrators, and educators could also assist in disseminating copies of the policy recommendations with details (position paper).

Potential Barriers

Barricades for the policy recommendations with details (position paper) were apparent. The only clear potential barricader was the district representative rejecting to distribute the policy recommendations with details (position paper) to the district employees. The district studied has the right to decline the research findings. The district representative may choose to obtain the results and do additional studies. The representative may also establish that the findings should be reserved at the administration level until they are able to put into practice the needed recommendations. If the policy recommendations with details (position paper) are not circulated among the district employees, the project will not meet its projected expectations.

Proposal for Implementation and Timetable

After receiving approval of the doctoral study and the policy recommendations with details (position paper) by Walden University, there will be contracts to deliver the policy recommendations with details (position paper) to the local district representative. There will be meetings with the district's research committee at their convenience to

discuss the policy recommendations with details (position paper) and answer any questions regarding the policy recommendations with details (position paper).

The meeting should provide suggestions for distributing the policy recommendations with details (position paper) to each middle school administrator and an agreement to assist with implementing the suggested recommendation included in the policy recommendations with details (position paper). The district representative directed the distribution of the policy recommendations with details (position paper) to middle schools. A recommendation for disseminating the policy recommendations with details (position paper) was to email it to the school administrators and teachers. The email contained a cover letter explaining the purpose of the policy recommendations with details (position paper).

Participants asked to complete a formative assessment after reviewing the document. The Principals may choose to implement some of the recommendations before completing the evaluation. If more clarification needed about the position paper, participants can contact me directly. The cover letter suggested that school administrators contact me if they would like me to do a presentation or discuss the findings with the leaders. District administrators can also implement the policy recommendations with details (position paper) by inserting it on the district webpage for all stakeholders.

 The definite focus of the white paper was on improving Adequate Yearly Progress (AYP) targets and concentrate on the solutions and recommendations to the local district effectively increase middle school students reading accomplishment. Making the policy recommendations with details (position paper) available to all

stakeholders allowed parents and other educator's right to use research-based information

that could influence their educational practices. The policy recommendations with details

(position paper) were advantageous to all stakeholders within an educational system and

promoted optimistic social change.

Table 5

Proposed Timeline of Policy Recommendation Implementation

Month	Activity
September	Disseminate awareness and findings from the study to the teachers. Determine the necessary PD steps (exploit a Google Survey to gain information regarding the participant's knowledge of intervention programs, and potential professional development PD needs). Provide examples of best practice to assist with this selection and utilize a sub-committee to conduct this work to bring suggestions back to the whole group in October.
October	Bring specialist in the field to the district to provide PD. Teachers' attendance is essential for those who did participate in this PD to share their knowledge with the wider group. Develop a plan for providing ongoing PD opportunities for all teachers. Teachers should select their group teams to lead the development of invention program school-wide. Teachers should develop their intervention implementation plans. Teachers should operate within the PLC model and continue sharing with each other their successes, limitations, and provide ongoing support to each other. Develop an assessment and data collection plan to evaluate the success of the policy recommendation implementation.
November	The team leader should implement and teach the intervention approach skills to other teachers. The group leaders and their groups should participate in ongoing PD, which should include the assessment and enhancement of the implementation efforts, using data to guide decision-making processes.
December to January	Group leaders and their groups should continue the implementation of intervention and professional development using data to reveal on the achievements and limitations.

	The group should meet on a bi-monthly basis using the PLC model to provide professional development and ongoing support. Groups should identify any boundaries and develop plans to address those limitations, using other teams for support.
February	Groups should all perform a mid-year formative assessment, and build up a plan for the continuance of their labor.
February to June	Groups should partake in ongoing professional development, in the form of a PLC, to formatively assess the implementation efforts.
June	The district as a whole, principals, and teachers should review the appropriate data to collect and analyze. A collective evaluation of the implementation efforts of the policy recommendation should occur at the conclusion of the school year. This information would provide data on the outcome of the policy and include an analysis of data such as exclusionary data, student achievement, and perception surveys.

Roles and Responsibilities of Student and Others

It is a great accountable for writing and delivering my policy recommendations with details (position paper) to the district representatives and responding to any questions regarding the policy recommendations with details (position paper). The district research committee was accountable for meeting and determining if the policy recommendations with details (position paper) disseminated and to whom it will be dispersed. If district representatives decide to disseminate the policy recommendations with details (position paper) to school principals, the principals will be responsible for ensuring that the school intervention teachers or receive the information. The principals and teachers anticipated to complete the formative evaluation after reading and or implementing some or all of the recommendations. If the administrators decide to act

upon recommendations from the policy recommendations with details (position paper).

The researcher contributes in the project's implementation.

Project Evaluation

The goal of the policy recommendations with details (position paper) was to

provide the school administrators and teachers with information and research-based

recommendations to assist with future intervention program decisions. The policy

recommendations with details (position paper) showed a formative evaluation to gain

feedback on the project. Stull, Varnum, Ducette, and Schiller (2011) believed that when

learners participate in formative evaluation they are able to recognize learning that has

and has not occurred. Formative assessments used to ensure that the participants

understood the policy recommendations with details (position paper) and if they did not,

the provision of timely feedback to any misunderstandings and makes adjustments to

ensure that the policy recommendations with details (position paper) goals achieved. Stull

et al. also believed that formative evaluation is helpful for instructors and learners. The

educators are able to assess if instruction was beneficial or if there are areas that need to

be improved (Stull et. al., 2011). Formative evaluations help to decide next step.

Survey questions helped to collect data from middle school teachers. The data

from the survey assisted in determining what areas were helpful in the position paper and

areas that needed more explanation. The intention of this position paper was to inform the

main stakeholders who include the administrators and teachers, to increase their

knowledge of the intervention model and implementation practices.

Implications Including Social Change

Struggling readers may benefit from this policy recommendation with details (position paper) because enlightening the results from the data and executing the suggested recommendations will address their needs. Low performing readers need to receive effective implementation of reading interventions to increase their academic success in reading (Wanzek, Wexler, Vaughn, & Ciullo, 2010). The policy recommendations with details (position paper) helped the district representative, school administrators, and teachers by providing information to improve the intervention process. If suggestions from the policy recommendation with details (position paper) implemented, then intervention implementation should improve, resulting in improved student reading achievement. Social change may take place, as more students increase their reading achievement and are successful in reading on the middle school level or above, which may improve graduation rates. The local school district will benefit from improved academic achievement in reading, because the district will have chances to meet AYP targets in reading and avoid title as a school in need of improvement status. Generally, all stakeholders should profit with students who are more positive, productive citizens.

Far-Reaching

This research study had the likelihood to influence other small urban school districts. Because little research on intervention implementation on the middle level exists, the policy recommendations with details (position paper) should add to that knowledge base. There is a conclusion that overcoming reading intervention

implementation challenges may be tricky, but achievable with support and resources. The policy recommendations with details (position paper) supplied data and recommendations for principals and their schools. The recommendation to implement intervention teams on all schools may help to build school to accept this by allowing educators the opportunity to agreement build through teamwork. Middle schools may accomplish teamwork by implementing professional learning society.

The policy recommendations with details (position paper) recommended that allowing teachers to work together to discuss data could allow student achievement to increase. The policy recommendations with details (position paper) suggestions may encourage administrators to review their judgment making process and modify as needed. The recommendations could also advance teacher's knowledge and instructional practices and improve AYP scores in reading on the middle school level. The policy recommendations with details (position paper) also included information for improving practices and knowledge in an urban school district experiencing challenges with intervention implementation that could be used by other middle city schools.

Conclusion

Section 3 included the goals, rationale, literature review, implementation, evaluation, and implications for social change of my policy recommendations with details (position paper). The development of critical thinking was necessary in this qualitative case study to discover the most effective ways to improve middle school teachers' knowledge and implementation of intervention to improve student achievement in reading. The policy recommendations with details (position paper) in this study made

information available to the local school district that may assist in the district's future

decisions concerning. In my policy recommendations with details (position paper), the

findings from the data analysis were presented, the district framework was explained, and

the challenges that urban school districts encounter when implementing intervention

programs were observed. The suggestions I made were a result of the literature review in

Section 3 and the data analysis completed in this study.

Section 4 will include personal reflections and conclusions regarding the white

paper. In Section 4, I will also discuss with the research process, the strengths and

limitations of the policy recommendations with details (position paper), analysis of my

roles, and recommendations for future research. The policy recommendations with details

(position paper) given to the local school district is included as Appendix A in this

doctoral study.

Section 4: Reflections and Conclusions

Introduction

The purpose of this study was to discover teachers' perceptions on reading

intervention programs. Data collection occurred through teacher participants' survey

responses, and following the analysis of data, the findings guided my development of a

policy recommendation to address gaps in the local practice that emerged from the

findings. Section 4 will include my personal thoughts and conclusions in effectively

implementing reading intervention programs at the middle school level in the northeast of

United States. Implementing interventions successfully on the middle school level is an

area of concern in the literature. In this section, I will also provide the project strengths

and limitations along with subsections addressing recommendations for remediation of

limitations, scholarship, project development, evaluation, and leadership and change. I

will also discuss my skills as a scholar-practitioner and my potential as a project

developer. The ability to use this project study to influence social change will also be

examined. I will conclude Section 4 with future implications, applications, and directions

for research.

<p align="center">**Project Strengths**</p>

The main strength of this study was the development my policy recommendations

with details where I examined a local problem in an urban school district and offered

suggestions to help the local school district and other districts with similar demographics.

This project provides the local school district with the data needed to explain what may

be needed to increase teachers' knowledge and implementation practices of intervention

program, leading to improving students' reading achievement. My recommendations in

the policy recommendations with details are focused toward making improvements at the

middle school level, as opposed to the district level.

The first recommendation I made was to consider implementing intervention

teams at all middle schools. In this study, I found that teachers were not collaborating

with administrators or other teachers in the decision making process of placing students

into reading intervention programs. The lack of collaboration has resulted in the placement of too many students in intervention classes, incorrect placement of students, and insufficient time for successful implementation. According to the policy recommendations with details, implementing intervention teams leads to success. Implementing intervention teams requires all members to collaborate and talk in open and trusting surroundings (Stull et. al., 2011). This process also enables members of the community to share their knowledge about the intervention framework and the intervention programs with those who may not be as knowledgeable. Stakeholders are also able to participate in agreement building, to ensure agreeing to establish intervention strategies that will assist all students (Stull et. al., 2011). . Researchers have supported the implementation of intervention teams and that was one of the strong positions of the project study.

The next suggestion I recommended in the policy recommendations with details was to provide needed resources for teachers and student success. The reading intervention program implemented by the local district requires that teachers and students use resources in order to practice academic success and meet implementation reliability. In the study though, I found that all of the participants encountered a lack of needed resources. At the school level, the administrator is accountable for ensuring that funding is available to purchase all of the apparatuses needed for the successful implementation of the intervention programs. The READ 180 program implemented by the district is a computer-based intervention program, and so, a resource needed by all teachers was more computers. In the position paper, I found that information must be taught as designed to

ensure implementation reliability. By assessing teacher's instructional practices, administrators can gain knowledge about the effectiveness of reliability in the intervention program and how to partake in ongoing instructional support. With this instructional support, the students' academic achievement will increase.

The third recommendation I discussed in the policy recommendations with details includes providing PD opportunities for middle school administrators and teachers. Providing PD will allow educators to become knowledgeable on the core values of interventions programs and the agreed intervention program. In the policy recommendations with details, I noted that educators who are aware of the intervention process are in the best position to assist students who are struggling in reading. PD sessions will assist everyone in understanding their roles and responsibilities in effectively implementing interventions and intervention programs.

The fourth recommendation I made in the policy recommendations with details was to make consistent guidelines for each middle school for placing and exiting students into and out of intervention programs. I also suggested that school administrators should collaborate to determine which assessments will be most appropriate for conducting general screenings, progress monitoring, and the data that should be used to measure overall student progress. Using the same tools throughout the local district may prove to be beneficial when students transfer to other schools within the district. Implementing these recommendations may express to stakeholders that administrators are aligning their practices to make the necessary improvements to increase the effectiveness of intervention programs and student achievement.

The local school district will be able to use the policy recommendations with details as a resource of information and ideas to improve the implementation of their current intervention programs. All recommendations are offered to strengthen the effectiveness and reliability of the program. The policy recommendations with details will provide district and school administrators with information to guide their future decisions regarding effective intervention implementation. This project is well-established in the idea that reading interventions can be successful when implemented correctly, and successful reading interventions result in positive social change.

Project Limitations

I created the design of this position paper to meet the needs of the teachers in the school district under study. The policy recommendations with details are a result of the emergent findings from this study's data collection and analysis processes, which included all 25 teachers from the district. The main project limitation was that the policy recommendations with details was limited to the local district studied and will only be useful to other districts with the same characteristics. The districts would need to be in an urban setting and implement the READ 180 intervention program on the middle school level. Other districts would have to be prepared to spend in excess of $100,000 for the basic program at each of their middle schools. They may also need extra technology to support the software modules.

Another limitation to this project was that the local school district and administrators may not have the time to implement the suggestions. I presented background information on intervention and four recommendations for improving the

intervention programs in the policy recommendations with details. Schools may be limited in their ability to access the funding, time, or individuals needed to implement the suggested recommendations, such as PD, resources, and intervention teams. The district and middle school supervisors may also not agree with the stated recommendations. While this project included data analysis related to the studied problem, administrators may choose to reject my recommendations and continue with their current implementations practices.

Recommendations for Alternative Approaches

To resolve the limitations presented by concentrating on the local school district, data could be gathered from numerous school districts in New Jersey that missed AYP targets in reading. Comparing data from several districts with the same profiles to districts with different outlines may as well be helpful. The results could be generalized to districts across New Jersey with similar profiles. District administrators who are considering revising their intervention programs could view information from districts with the same profile as their district.

This study focused on gaining teachers' perceptions of their knowledge and implementation practices of reading intervention programs through a survey. The research process could have included a survey of principals and district administrators. Their perception of teachers' knowledge and implementation practices would have allowed me to obtain their perspectives on the changes that needed to be made concerning the intervention process and teachers' instructional practices. Their viewpoint would have also provided me with information on administrators' knowledge of the

intervention process. Surveying administrators and teachers responsible for implementing intervention in other school districts could also provide additional information.

I did not make any suggestions to implement changes in the district's reading intervention program in the position paper. The plan could have included making changes to the district's intervention program to one that did not require the mandatory use of computers, considering that this is a needed resource that is difficult and expensive to obtain. Another plan could have also recommended that all schools should implement block scheduling to ensure that students are provided with minute intervention block on a daily basis. The information in the policy recommendations with details will help the administrators decide what areas need to be changed in their school's implementation of intervention programs.

Scholarship

I observed several things about scholarly research through the conclusion of this project study. Learning to write in a scholarly manner was new and difficult initially. I discovered that scholarly writing required that I synthesize articles and books by published authors. During the proposal stage, I was reminded often that I could not use my own expressions or judgments. As to hold close the true meaning of scholarly writing, I believe I exhibited great growth. An additional challenge I faced was open-minded, constructive criticism from the committee chair. There was difficulty at first with all of the colored corrections and crossed out marks on the proposal. Before beginning this endeavor, I thought I was not a good writer. Soon I learned to discharge those thoughts and became acquainted with a new level of writing. There was deliberation on a deeper

level, and I no longer composed as a beginner but as a scholarly-practitioner and discovered that scholarship requires excellence.

During this research process, questions after question regarding my studies would come up in my mind; therefore, I looked for answers with coworkers and reviewed many sources. It was not enough to just locate one source and not be worried with its reliability or credibility. I kept searching for answers until I reached saturation. When reading instructive books or articles, I would question them and try to find extra sources that support their points on a specific issue. Through reviewing other research studies, I learned about the research method, the depth of research necessary, and write research results.

Through this search process, I discovered that research articles contained references, which permitted the observation of additional sources. By reviewing the sources listed in the reference section of articles, I found more information concerning my research study. I read numerous studies many times to study and understand their findings. In scholarly writing, the writer must provide rich and descriptive information. .

Scholarship is about having the confidence to share information and become an expert in a field of study. Participating and completing this research study has given me the self-confidence to engage in conversation on a more logical level. Now it is possible to sit among other scholars, discuss research studies, and add to the discussion. All the way through the doctoral voyage, I shared the knowledge I acquired with administrators, teachers, and colleagues during school staff meetings. I believe sharing the information

gained from my project study with school administrators will improve the local district's intervention programs.

Project Development and Evaluation

As a result of the data collection and analysis procedure of this study, a position paper policy suggestion appeared to be the most appropriate outcome for me to address the gap in practice. I considered numerous project selections, such as a PD series, an intervention manual for teachers and administrators, and policy recommendations with details During the research process, I located information about the policy recommendations with details and found that its purpose was to report information and recommendations to a group (Sakamuro & Stolley, 2010). I chose a position paper for my project as the goal was to share the findings and recommendations of the project study with district and administrators as well as offer a solution to the local problem.

As a result, a policy recommendation with details (position paper) was an exceptional selection for the project study. By writing the policy recommendations with details (position paper), it made it possible to deliver information about the project study, the problem, solution, and recommendations to assist district and school administrators in making decisions concerning their intervention program procedures. After deciding to generate policy recommendations with details (position paper), there was consideration of the organization of the policy recommendations with details (position paper). Revision of several samples and alert that there were different formats to choose. There was no exact format. The format of the policy recommendations with details (position paper) depends on the audience.

There was decision to use a format that was appealing, vivid, and visible to capture educator's attention. There was incorporation of sections on the problem, solutions, and recommendations for improving teacher's knowledge and implementation of reading interventions. In developing the policy recommendations with details (position paper), focus was on the viewers and determined information that believed to be most valuable to the audience. This procedure teaches how to pull together only the most important information. The final evaluation will be a summative assessment from district and administrator, and this feedback will determine if the district will implement the suggestions in the policy recommendations with details (position paper). Having the district and administrators to complete the summative evaluation will assist in determining if the questions that would meet the needs of the local district were answered. This evaluation will also supply feedback on whether the recommendations suggested improving teacher's knowledge and instructional practices were appropriate. It will be helpful to know what their thoughts are and if the district believes that the suggestions will assist teachers in effectively implementing reading interventions and increase student reading achievement. The encounter with this project study has enhanced the project development and assessment knowledge for future studies. Throughout this study, it is vital to know that the importance of allowing the data direct the effort, and not trying to fit the work into a personal favorite. Maintain an open mind and looking at circumstances from different viewpoint is necessary for students' reform and change efforts.

Leadership and Change

This project study skilled showed that leadership development is an on-going process; it continued to enhance my knowledge in the field of education. According to other colleagues and other administrators, I have the gift of leadership and am what they call, a nature born leader, because of my love to organize, entrust, and assist others in developing their gifts and abilities. Since growing up, I have always relied on what thought was best; not the judgments of others. Always determined to set objectives and accomplish them, regardless of any obstruction. I credited much of the leadership ability to being the spokesperson, social director to an association that I belong and to parents, who taught independence and to continue no matter what life, throw at a particular time.

Also I point the leadership skills to involvement in community and social activities. It also made able to acquire and develop the leadership skills by participating on committees, programs, and service projects in the school as well as the community. The process of becoming a teacher and grade level lead teacher has given many chances to expand and practice being a leader on a consistent basis. The leadership is born out of familiarity and awareness. When embarked the doctoral journey, was aware that the local school district was struggling to meet AYP targets. As considered developing a problem for the study, knew that the focus would be on improving reading achievement, preferred to learn more about AYP and intervention framework and their relationship to middle schools. Loved to find out what the local district could do to improve AYP scores by assisting teachers' implementation practices to assist students in improving their reading

skills. The idea was to support needed changes and work together to work towards a common goal to improve AYP scores and increase student's reading achievement.

Since the start of this educational journey, I found out that leadership is a skill that one must want to embrace. Johnson (1998), in the book, *Who Moved My Cheese*, discussed how many people avoid embracing change because of the fear of taking risks. Stepped out in full faith when decided to obtain a doctoral degree, was only able to do this by determining within that would take this risk to become the kind of leader that desired to be. This study informed that leadership styles may change according to circumstances and challenges. A true leader is concerned about the needs of others and understands that the situation is not about them. An effective leader must learn to adjust to various leadership styles when needed. As a result, my leadership style would be directed towards a situational leader.

This leadership style requires an adjustment when needed to meet the needs of the people and the organization. This study also informed that change can be difficult and does take time. Working with individuals who are not easy to change allows me the opportunity to share the vision and communicate expectations and validate their concerns. Often people feel endangered by change, so assuring full support through the change can be comforting. Continue to expand the leadership skills beyond this doctoral study. Embrace nonstop learning as an educational change agent.

Analysis of Self as Scholar

In becoming a scholar, I had to develop into a scholarly writer by learning to collect and analyze data and review literature articles. The biggest challenge in this

doctoral study was learning to trust myself and the process. The desire to enroll in

Walden University was to be a part of a program that was rigorous and would challenge

me to be a successful leader and influence social change. The desire was to increase my

understanding of administrative leadership and acquire skills needed to become a change

instrument to positively affect the education process for students, teachers, and

administrators. Walden University helped me in gaining these goals and becoming a

scholarly writer.

I learned to identify peer-reviewed articles from articles written by random

individuals, and learned to find studies that connected with the research study. Writing

the literature review was the most difficult. Sited information that believed was helpful,

only to find out that it was not supported by research. Many hours and late nights were

dedicated trying to assess the quality of the sources to include into the research study.

This process has also expanded the knowledge regarding reading intervention or

strategies and reading intervention programs.

Increased the knowledge of reading interventions and the degree to which

implementation practices can affect student achievement. The understanding of the role

of the administrators, teachers, and stakeholders grew enormously. Consider to be a

potential expert in the field of middle school reading education. I am truly excited to

share my knowledge with the local district to improve reading achievement among

middle school students.

Through the research on reading interventions, I have become a talented and

potential scholar, and enhanced the body of research on reading intervention for middle

school students and teachers. The experience as a scholar has been informative, but it is absolutely not over. Plan to continue to read and explore to advance the knowledge of intervention implementation on the middle school level. The confidence level has increased as a scholar, and proud to have added to the body of knowledge on improving middle school level reading achievement.

Analysis of Self as Practitioner

I have been an educational practitioner for 28 years, and obtained the necessary educational credentials during the tenure to absolutely affect the lives of everyone encountered. While in the classroom, considered to be a facilitator of student learning versus a class teacher. I wanted students to be engaged in the learning process and to make their own discoveries. The focus was on assisting students and helping teachers in improving the knowledge of reading instructional practices.

As reflected upon the skill as a practitioner, recognized the attempt to implement what learned throughout the educational journey. Continue to attend professional development classes and conferences to increase the knowledge and understanding in the field of education. When learned new ideas, made an effort to apply the new concepts into the instructional practices. Held answerable for implementing what learned and shared the knowledge with colleagues, and thrilled about sharing the new knowledge with district and administrators.

The goals are to use the expertise to become an administrator in the school district and educate university students who are aspiring to become teachers or administrators. Future teachers and administrators must understand the importance of being instructional

leaders. Teachers must also become knowledgeable of the intervention framework on the middle school level to promote educational achievement among the students and need to be aware that students must be able to read across the curriculum on the middle level to experience success. Administrators must learn how and what to assess during reading instruction in order to assist teachers in improving their instructional practices.

Analysis of Self as Project Developer

I made conscious of the requirement to complete a project study during the orientation process. Originally did not understand the difference between a dissertation and a project study. Informed that a project study would give the opportunity to examine a local problem and assist in improving educational practice by designing a project that would impact social change. I am thrilled about the chance to create a project that may assist in improving student achievement. As this journey continued, I realized that completing a project study was a challenging and difficult task.

Creating policy recommendations with details (position paper) was a new challenge. Found out that a policy recommendation with details (position paper) was an option by reviewing other project studies. I learned that the policy recommendations with details (position paper) cover information pertaining to a specific problem with solutions and recommendations to solve the problem. Pleased to say that the research efforts were valuable. Also I learned a lot of information about different reading intervention programs and strategies on the middle school level and becoming an expert on this topic. As well as expected that this newly acquired knowledge will improve the chances that district and school leaders will implement the recommendations.

I have not at all worked on anything as difficult as this project study. For this study, wrote draft after draft and asked several colleagues, family members, and the committee to review and provide feedback. The feedback allowed producing scholarly and logically written policy recommendations with details (position paper). Positive that the cumulative evaluation will offer information on whether the project meets the needs of the local school district. Expected to receive constructive feedback from the administrators regarding the policy recommendations with details (position paper) Agreed to present the policy recommendations with details (position paper) to the district's research committee and plan to ask members to offer feedback based on the summative evaluation at that time. Also open to any idea that the district may have that will improve the position paper. It is convinced that the newly acquired project development and evaluation skills will assist in the future project activities. The experiences with these policy recommendations with details (position paper) should allow creating future projects with distinction and proficiency.

The Project's Potential Impact on Social Change

All through the project study achieved a deeper understanding about the implementation of reading interventions and intervention programs on the middle school level. Knowledge was gained about middle school students struggling to read. The literature review allowed me to become aware of the importance of successful implementation of reading interventions and how program and practice must connect to implement an effective reading intervention program. Revealed some of what learned with teachers in the local district.

This doctoral journey changed life in a variety of ways. Learned time management skills, how to evaluate and analyze data, how to locate reliable sources, and how to write scholarly. The ultimate lesson was learning on how to balance school, work, family and community activities. The doctoral process helped to reflect on why becoming an educator and the impact the research study has on people. The journey has given the strength, confidence, and knowledge to become a successful change delegate.

It took a long time to learn the research procedures because had never conducted a scholarly research study. I knew the local problem on which to focus, but experienced some difficulty in writing the problem in a scholarly manner. With frequent help from the committee chair, felt finally produced a scholarly proposal that met Walden's expectations. The initial literature review completed during the proposal stage was quite extensive. Found abundant peer-reviewed literature studies to support the topics and sub-topics. However, during the final literature review was mandated to revise this section by adding additional topics and sub-topics. Many times I failed to use enough peer-reviewed resources, and after completing the needed changes, received feedback from the committee chair that could move on in the completion of the study. I am very appreciative for the support and assistance that was given during this journey.

The project's potential impact on social change has implications at the local level, middle school level, and for teachers of middle students with poor reading achievement. A lot of studies were conducted on teachers' knowledge and implementation of intervention program to expose areas in need of improvement. Implementing the necessary improvements may benefit students, teachers, and administrators and lead to

success for all. Educators will benefit by gaining the needed support and resources necessary for teachers to improve their instructional practices.

Middle school students will benefit because the students will be place into appropriate intervention programs and receive interventions based on the individual needs. District and school administrators will benefit by improved AYP scores, and meeting AYP targets. The district studied may realize that implementing successful reading interventions is serious for middle school students. If students' needs are not met, many students will continue to have difficulty reading across the curriculum, failing grades and many may never graduate from middle school as well as high school. If this occurs, AYP scores will not improve and will continue to reflect negatively on the local district studied. Students who do not learn to read will not become productive citizens of society but will have to rely on others to stay alive. The anticipation of middle school intervention programs should focus on increasing reading achievement so that students will be successful in all content areas. Having the ability to read successfully in all content areas will prepare middle students to learn a trade, gain employment, or enter a college. The local school district desires to make improvements that will positively affect teachers and students. The district is committed to continuing to make reading improvements at the middle school level. Other school districts could also make improvements regarding their low performing readers by implementing intervention programs that are successful.

Implications, Applications, and Directions for Future Research

There are some implications of this project study for the field of education and the local district. The local school district and other urban districts could make many changes because of the findings and recommendations. The local school district could implement intervention teams to talk about student's success and instructional practices to decide if the reading intervention program is being successful. This recommendation was suggested in the position paper. Documentation of student success will assist in determining implementation reliability of the program.

This policy recommendation with details (position paper) project can also be presented as a professional development series. The information presented in the policy recommendations with details (position paper) can be broken down into professional until at the districts judgment. The information from these policy recommendations with details (position paper) alone should not be the only resource used to improve teacher's knowledge and implementation of intervention programs. Additional research should be done to examine other strategies that may be useful on the middle school level. This position paper is intended to increase awareness and promote more teamwork on the subject of intervention on middle school level.

Enthusiastic educators want the students to be successful. The educators endeavor for excellence and desire to develop many ways to improve student achievement. The intervention framework was created to assist educators in responding to students needs before academic failure, this increases student's chances of being successful. In reading intervention implementation, teachers must receive needed support and resources for

them to increase their knowledge of intervention and improve their instructional skills. Providing administrative support and collaboration opportunities are methods of meeting the needs of the teachers and were a priority in this study. Local stakeholders may benefit by the local district's implementation of the recommendations presented in the white paper. This project should absolutely affect the knowledge of all educators throughout the school district. The educators' execution of recommendations in the position paper should increase student achievement district-wide.

This project study recognized how a local problem produced solutions and recommendations by obtaining and analyzing data to decide the best way to solve the local problem based on the perspectives of partaker closest to the issues. In future research, the position paper can be used as an outline to develop other policy recommendations with details (position paper) to address additional educational issues. The position paper could be used in other districts with similar educational needs. It can also modify to meet the needs of elementary teachers and administrators and as well as math teachers.

In the future, the plan to use the doctoral study to make presentations at workshops and educational conferences is vital. Once this study is completed, I will be prepared to begin sharing the information and the results to schools. Becoming a consultant will give the chance to speak with schools and district leaders across the United States to improve the reading intervention implementation and reading intervention programs. Also plan to use my experience in completing this research study

to write a book. Additional research studies need to be written on implementing middle school reading interventions.

During the research study, there were limited articles on intervention on the middle school level. Therefore, many of the articles dealt with research focused on elementary students. Research topics for middle school reading achievement could consist of reading and word skills, parental involvement on the middle level, fluency and comprehension strategies, and reading intervention programs. Research on indirect and direct vocabulary instruction and making the reading and writing connection could also prove to be beneficial for helping middle school students overcome challenges with learning to read.

Conclusion

This project study incorporated policy recommendations with details (position paper) that focused on solutions and recommendations to assist in teachers' knowledge and implementation of reading intervention on the middle school level. Participants of this study recommended that middle school administrators implement intervention teams to encourage teamwork and develop consensus-building skills. Teachers and administrators must work together to incorporate their expertise and shared knowledge to successfully evaluate student needs and help them in overcoming their difficulties with reading.

In Section 4, I focused on the reflections on scholarship, project development, and evaluation. In this section, I showed the process and challenges that were encountered in

becoming a scholar. During the project development, I became skilled at learning how to select a project and create policy recommendations with details.

I learned the importance of summative and formative evaluations. Feedback from peers was used to produce a scholarly position paper. In explaining leadership and change, I noted how some people are afraid to embrace change because change requires one to take risks. District and school administrators must prepare themselves to take risks if decided to implement the suggested recommendations.

My role as a scholar, practitioner, and project developer were also discussed. In becoming a scholar, I learned to collect and analyze data, complete literature reviews, and write in a scholarly style. As a practitioner, I continued to acquire knowledge to help others. Responsible for implementing new knowledge into the instructional practices was held. Now I have the knowledge and proficiency to develop policy recommendations with details, various projects selections, and select assessment tools.

Finally, I discussed the influence of the study on social change, implications, and future research. The results and recommendations stated in the project are essential for the local school district and could assist other school districts. I communicated how to become a consultant and use the knowledge by presenting at workshops and educational conferences. I also discussed implications for social change and how teachers and students can benefit from improved student achievement at the local level and other educational settings. Future research studies should focus on reading, study skills, and reading intervention programs.

As a passionate reader, I have always promoted reading in elementary and middle schools. Constantly, I have searched for ways to make reading fun and exciting for students who were considered to be unenthusiastic readers. The goal from the beginning of this doctoral journey was to explore how to improve students' reading achievement. The newly acquired knowledge and expertise will help me in continuing to be a change representative with highlighting on improving the reading achievement of middle school level and above.

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Appendix A: Policy Recommendations with Details (Position Paper)

Implementing Reading Interventions

Overcoming Response to Intervention Obstacles;

Administrative support + Reliability of implementation + Consistency of intervention

program and practice + resources and adequate time = Student Success

Walden University

A Policy Recommendations with Details (Position Paper) by Christina Ikwuegbu

Introduction

Federal mandates require educators to implement instruction that allows students

to receive interventions in the general as well as the special education settings. The local

school district uses an intervention problem framework Read 180 in general and special

education programs to ensure that students experience every educational opportunity

available. This study focused on investigating teachers' perceptions on intervention

programs to improve middle school students' reading achievement. Many students on the

middle level are struggling to learn to read. Ensuring that educators are trained in

implementing needed interventions strategies could support improving the students'

reading ability.

The goal of the local New Jersey school district is to increase reading

achievement by addressing the phenomenon of reading failures. The local problem in the

New Jersey school district examined for this study was their incapability to meet

adequate yearly progress (AYP) targets for 2 consecutive years in reading. This caused

the district to be placed on a school improvement program (SIP) enforced by the New

Jersey Education Agency. AYP requires schools and districts to meet standards in test

preparation, academic performance in math and reading, and English language arts. To

assist students in improving their reading skills, the local state district focused on their

reading intervention model. The district has implemented interventions since 2006 and

used the READ 180 instructional program.

Discussing the local school district's difficulties in implementing intervention

programs, overcoming implementation obstacles, and providing recommendations for

successful implementation is the basis of this position paper. Implementing intervention

programs on the middle level has been challenging for teachers because their efforts are

hampered by inconsistent guidelines, lack of support from school administrators,

reliability of implementation, and insufficient resources. Until the issues hampering

intervention implementation are resolved, teachers may not be able to implement

intervention programs successfully and student achievement may not improve as desired.

What Questions Need to Be Answered?

1. How are teachers experiencing the implementation of intervention programs?

2. How are teachers addressing the implementation of intervention programs?

3. How are these intervention programs likely to combat widespread literacy

problems in a New Jersey urban school district?

4. How will the intervention program lead students to be prospective readers?

What is Response to Intervention?

AN ACT concerning the implementation of a Response to intervention framework by school districts and supplementing chapter 6 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

The Commissioner of Education shall develop and establish an initiative to support and encourage the use of a response to Intervention framework by school districts to promote the achievement of all students. The initiative shall include dissemination of information and guidance to school districts regarding the development and effective implementation of a response to Intervention framework as a methodology to identify struggling learners, maximize student achievement, and reduce behavioral problems.

The initiative shall also include dissemination of information and guidance to school districts regarding the 18 effective use of a Response to Intervention framework as a methodology to identify students with specific learning disabilities in accordance with the "Individuals with Disabilities Education Act," 20 U.S.C. s.1400 et seq. The commissioner shall ensure that a Response to Intervention framework implemented by a school district includes, at a minimum, the following elements: high quality research-based instruction in the general education setting universal screening procedures to identify students at risk for poor learning outcomes or behavioral challenges; multiple levels of evidence-based interventions that are progressively more intense, based on the student's responsiveness; and continuous monitoring of student progress. The commissioner shall make available technical assistance and training to assist school

districts in the implementation of a Response to Intervention framework. STATE OF

New Jersey . 216th Legislature. Pre - Filed For Introduction In the 2014 Session

Why is Implementing Intervention Difficult for Middle School Teachers?

Reading difficulties among young adult students are common across the United

States (Leseaux & Kieffer, 2010). According to the National Center for Educational

Statistics, more than 60% of middle and high school students scored below the proficient

level in reading achievement. Only 3% of eighth grade English learners scored at or

above proficient on the NAEP reading assessment; 71% scored below the basic level

(National Center for Educational Statistics, 2009, pp. 19–20).

Teachers surveyed at the local district agreed that successful intervention program

implementation depends on the amount of support received from school administrators,

application of consistent guidelines, and access to needed resources and reliability of

implementation. Effective leadership from middle school administrators directly affects

the implementation of programs and school improvement (Heck & Hallinger, 2010).

Middle school administrators are responsible for presenting and leading systematic

organizational change at the school level. Samples (2011) believed that the building of a

new reform does not go into operation because a mandate is passed. Middle school

administrators should introduce and promote the implementation of intervention

programs on their school and provide the needed resources.

The district studies also noted that inconsistent guidelines for placing and exiting

students into and out of reading intervention classes are a problem. It was suggested that

using a standard district guideline could help ensure that students are placed into the

correct intervention classes. The standard procedure may also be useful for students transferring to different schools within the local district. Insufficient funding has been a significant obstacle in successfully implementing intervention (Thompson, 2011). The reduction in funding has caused school districts to reduce resources directed for key initiatives. Teachers need access to resources in order to implement prescribed interventions to improve student achievement.

The local study revealed that teachers lacked computers and other resources (i.e., rbooks, headphones) necessary for successful use with the prescribed intervention program. Teachers involved in the study believed that the intervention program would operate better if students have access to working computers and other essential resources. Wohlstetter, Datnow, and Park (2008) specified that using data to drive decisions can improve student performance. School administrators and teachers should value the results of data. Progress supervising results are important when assessing student's progress or regression after implemented interventions. Teachers should be trained on using the data to move students to appropriate tier levels. Providing effective interventions and instruction may assist in meeting the academic needs of students successfully.

How Can Schools Conquer the Obstacles and Experience Success in Implementing Intervention Programs?

Implementing requires direction and support from school administrators (Bean & Lillenstein, 2012). Lunenburg (2010) believed to improve teaching and learning, the school administrator should embrace, not delegate their role as instructional leader. When a school administrator delegates a spokesperson for an instructional program or initiative,

teachers interpret that to mean that the program is not a high priority (Peariso, 2011).

Peariso (2011) also revealed that many middle and high school administrators delegate

their instructional role due to a lack of understanding the core principles of the program

or initiative. Therefore, school administrators should understand that intervention is a key

component in a framework for school improvement. Intervention program is more likely

to be successfully implemented on school where the administrator understands that the

implementation of intervention is directly affected by their own knowledge, instructional

support, school culture, consent building, research-based practices, and data management

(Bean & Lillenstein, 2012).

Continuous teamwork and collaboration from intervention teams have proven to

be instrumental at middle and high school levels that implemented intervention programs

(Bean & Lillenstein, 2012). Movit, Petrykowska, and Woodruff (2010) suggested that

intervention teams should include staff members such as teachers, reading specialist,

counselors, and administrators because each plays a vital role in meeting the needs of the

students. The school intervention team should meet often to discuss successes and

challenges associated with student progress. In order to experience success, intervention

teams should allow members the opportunity to collaborate and participate in consensus

building discussions to establish intervention strategies to assist all students.

Reliability is an important component of successful implementation of

intervention Texas Education Agency, (2013) stated that "Reliability is using the

curriculum and instructional practices consistently and accurately, as they were intended

to be used" (Mellard, 2010, p. 3). A low rate of reliability happens when inconsistencies

occur and credentials are missing. To improve school reliability, teachers should provide

consistent instruction that is being implemented as prescribed (Texas Education Agency,

2013). Teachers should also be responsible for documenting when and how an

intervention was implemented in order for a students' accomplishment to be connected to

a specific intervention.

What are the Implications for Best Solutions to Improve Teachers' Knowledge and

Implementation of Intervention Programs?

In the study of a local school district, it was revealed that specialized intervention

teachers received adequate training to implement their prescribed program. Based on the

survey collected, middle schools that had not applied a set of consistent guidelines

associated with intervention programs and provided teachers with resources were

experiencing very little improvements in student reading accomplishment. This study

revealed that teachers need support from school administrators, consistent application of

the guidelines associated with intervention programs and practices, and the resources

necessary to implement intervention program as well as reliability is using the curriculum

and instructional practices. This study also provided evidence that schools may need to

establish intervention program leadership teams to improve student reading achievement.

The problem of implementing intervention could be effectively addressed if the following

recommendations were put into practice:

Recommendation 1: Build intervention teams on all middle school to standardize

team members' opportunities to participate in collaboration and consensus

building by have enough money members to contribute proficiency and share

knowledge to better assess students' needs and challenges. Intervention team members could meet regularly to determine most favorable intervention strategies for students.

Recommendation 2: Charge each teacher's instructional practices to ensure that instruction is being implemented as approved.

Recommendation 3: Create clear guideline for placing students into and out of intervention and be consistent about sticking to guidelines. Establish assessments that would be used for universal screening and decide on ways to scrutinize, track, and measure students' progress. Applying consistent guidelines may benefit students who transfer to other middle schools within the district.

Recommendation 4: Improve the reliability of interventions by ensuring that teachers report on when and how each intervention was implemented so that students' progress can be connected to that exact intervention.

Recommendation 5: Make available mandatory professional development for middle school administrators, teachers, and counselors regarding the core components of intervention program and the school district's standard procedure connected with teaching and intercession.

Concerned educators must understand their individual and collective responsibilities relative to the successful implementation of intervention. A school intervention specialist or district administrator could provide this training.

Conclusion

The local school district's problem of not meeting AYP targets in reading for 2 successive years was the base of the doctoral study. The purpose of these policy recommendations with details was to address the concerns conveyed in the study and offer recommendations to help the local district in improving teacher's knowledge and implementation practices regarding the districts intervention program. Successful implementation of intervention program could help teachers develop student achievement by meeting the needs of the students.

During data collection, the survey results revealed that poor school administrator support, inconsistent guidelines, and lack of resources hindered teachers' ability to implement a successful intervention program. An intervention program is more likely to be successfully implemented on school where the administrators understand that intervention implementation is directly affected their knowledge of the program, instructional support, consensus building, reliability, and data management. Student reading achievement may improve at schools where administrators implement intervention teams that allow educators the opportunity to collaborate and discuss student's progress and challenges. Intervention teams also offer a proposal to establish intervention strategies that meet the needs of the students.

Another component in the successful implementation of intervention is reliability. Middle school administrators and teachers should be accountable for ensuring that the prescribed intervention is being implemented as planned. Teachers should also be consistent in recording intervention outcomes. Documentation is a main key to assessing

if the approved interventions are being successful. There may be many obstacles for middle school administrators and teachers when implementing intervention programs. School administrators may experience stress resulting from budget cuts and being overextended in their duties, both of which can decrease their ability to effectively support teachers in their efforts to implement intervention program. Teachers may not receive needed resources or support and feel weighed down by their duty to implement this reform alone. Regardless of the obstacles faced by middle school administrators and teachers, intervention program is a mandate and could be implemented successfully with the proper training, resources, and support. Administrators and teachers should begin to work together and become well-informed on the intervention process in order to increase AYP targets and positively impact student's reading achievement.

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Appendix B: Survey Questions

Below is a list of interview or survey questions used to evaluate this project study;
What does an intervention program mean to you?

_____
_____
_____

Have you been exposed to the use of intervention programs and if so, what is your
perception of the programs?

_____
_____
_____

What types of intervention programs have you worked with?

_____
_____
_____

Were the programs used effective? If so, did the use of the programs reveal a noticeable
difference in the students' test scores?

_____
_____
_____

Has there been a reduction in the use of intervention programs in the Newark School
District and across State of New Jersey Public Schools? If so, what are the reasons for
this reduction?

_____
_____
_____

Can students' test scores in the District and Statewide be impacted by the elimination or
limited use of intervention programs?

_____
_____
_____

Will intervention programs be effective and accomplish its goals if implemented in Title
1 schools such as Newark Public Schools?

_____
_____
_____

As a stakeholder, do you believe intervention programs should be re-instituted and well-
funded in the district? If so, what are your reasons or anticipated benefits?

_____
_____
_____

Are there any difficulties a teacher might encounter in the implementation and use of intervention strategies?

_____
_____
_____

What types of training will the staff chosen to participate in the intervention programs need in order to effectively execute these programs?

_____
_____
_____

How are intervention program strategies developed and implemented in your district?

_____
_____
_____

What is your recommendation on how intervention programs should be designed for specific students?

_____
_____
_____

Based on your experience, what role do you think families can play in the enhancement of intervention program in the Newark Public Schools?

_____
_____
_____

Do you think intervention programs should be funded?

_____
_____
_____

If intervention programs should be funded, what geographic locations should be considered for the programs?

_____
_____
_____

If you were the Director of Instructional Development for your school district, what talking points will you use to convince the New Jersey State Legislature to expand the funding for intervention programs?

_____
_____
_____

How will you measure the success or failure of the use of intervention programs?

_____
_____
_____

What situations in dealing with low performing students have been particularly stressful for you?

_____
_____
_____

Do you have any thoughts on how teaching strategies and methods can be improved in inner city school districts?

_____
_____
_____

What are your final thoughts on intervention program? Do you believe this study will reveal opportunities for the implementation of intervention programs in Newark Schools?

_____
_____
_____

Appendix C: Intervention Program Issues and Policies

TIPS FOR TEACHERS

Reading is the most important educational skill the students should learn. The students should know that understanding the organization and meaning of text and instruction in both phonics and literature is essential in helping them read. By understanding the requirement skills for reading, teachers can build a solid foundation for their students to learn and succeed in academic achievement.

Create Appreciation of the Written Word

• Share stories with children and invite them to explore a story's magic.

• Share informational texts and invite children to wonder about the new ideas presented.

• Take every opportunity to point out the ways in which reading is essential to the communications of everyday life

Develop Awareness of Printed Language and the Writing System

• Make sure students know how books are organized. Students should be taught the basics about books they are read from left to right and top to bottom, The students should the pages are numbered. They should also know that the purpose of reading is to gain meaning from the text and understand ideas that words express.

• Teachers should read to children from books with easy-to-read large print. They should use stories that have predictable words in the text.

• Struggle readers should read big books to help them notice and learn to recognize words that occur frequently, such as a, the, is, was, and you.

• Label objects in your classroom.

Teach the Alphabet

• A strong conjecturer of the comfort with which a child learns to read is his or her familiarity with letters of the alphabet. This knowledge is a critical building block for learning to read.

• It is very imperative to go beyond knowing the names of letters. Students must also develop a sense of the purpose of letters when learning alphabet.

• Educators should help the students to notice the letters in the print that surrounds the demand that teachers share with them every day.

• Teachers should engage the students with activities that will help them learn to identify letters visually.

• Help students learn to form the letters and encourage them to elaborate their work with their names.

Develop the Students' Phonological Awareness

• Teachers should let the students understand that in listening and speaking, they should pay attention to the meaning of language rather than to its sound. However, students must be taught to attend to the sounds, or phonology, of language. It is essential for them to understand how speech is represented by print. Students with learning disabilities need special help in learning to develop such phonological awareness.

• Students should be thought the model and determine how to break short sentences into individual words.

• Teacher can develop students' awareness of the sounds of individual words by asking the students to clap out syllables and to listen for and generate rhymes.

• The moment the students are comfortable in playing games with words, syllables, and rhymes, they should be moved onto phonemic awareness.

Develop Phonemic Awareness

•Students should be thought that phonemic awareness is referred to an understanding that words and syllables are comprised of a sequence of elementary speech sounds. The understanding of this concept is important to learning to read an alphabetic language. Majority of students with reading disabilities fail to grasp this idea.

• In teaching phonemic awareness, teachers should focus on the activities on the sounds of words, not on letters or spellings.

• Teachers should use strategies that make phonemes prominent in students' attention and perception...

• Teachers should begin with simple words and simple challenges.

• Teacher should make teaching phonological awareness a top priority because phonemic awareness is crucial for learning to read, but it is not enough by itself. It must be coupled with instruction and practice in learning the relationship between letters and sounds.

Teach the Relation of Sounds and Letters

• Students should learn the letters of the alphabet and differentiate each letter from the other, because each stands for one or more of the sounds that occur in spoken words.

• When presenting each letter, educators should model its matching sound and have the students produce the sound themselves

• Teachers should first, teach and work with only a few letter-sound correspondences that have high utility in many words (e.g., /m/ in man, mad, him, and ham).

Teach Children How to Sound Out Words

•After students have mastered a few letter-sound correspondences, teach   them to

decode words or sound them out. Begin with small, familiar words. Teach the children to

sound out the letters, left to right, and blend them together, searching for the word in

memory.

• Model sounding out the word, blending the sounds together and saying the word. The

ability to sound out new words allows children to identify and learn new words on their

own.

• Give children stories containing words that reflect the letter-sound patterns that have

been taught, and encourage them to sound out words whenever they are uncertain.

• Help children learn spelling conventions, such as the use of final /e/'s to mark long

vowels, by comparing and contrasting lots of examples.

Teach Children to Spell Words

• Teach children to spell words by sounding their letters one by one. Model the sounding

and spelling process for children as they spell.

• Begin with short words children can sound out, because these words follow regular

spelling conventions, e.g., cap, bat, and sit instead of cape, bait or sight.

• Begin with simple words that do not contain consonant blends, e.g., ham and pan

instead of slam and plan.

• Encourage students to use spelling knowledge and strategies regularly in their own

writing.

• Introduce spelling conventions systematically. Begin with words that exemplify the most frequent and basic conventions, and provide support and practice to help students generalize from these words to others. The goal is to help them see the spelling conventions in the words.

• Use words in which letter-sound correspondences represent their most common sounds (e.g., get instead of gem).

• Develop a sequence and schedule of opportunities that allow children to apply and develop facility with sounds and words at their own pace. Specify what   skills to assess and when to assess them so that you will know when to move on. Take into account each student's background knowledge and pace in moving from sounding out to blending words to reading connected text.

Help Children Develop Fluent, Reflective Reading

• Help children learn to read fluently by requiring them to read new stories and reread old stories every day.

• Help children extend their experience with the words, language, and ideas in books by interactively reading harder texts with them and to them every day.

• Relate information in books to other events of interest to children, such as holidays, pets, siblings, and games. Engage children in discussion of the topics.

• In both stories and informational texts, encourage wondering. For example, "I wonder what Pooh will do now?" "How do you think the father feels?" or "I wonder what frogs do in the winter? Do you think that's a problem? Why?"

• Model comprehension strategies and provide students with guided assistance.

• Point out how titles and headings tell what a book is about. Help students identify the main ideas presented in the text, as well as the supporting detail. Graphics help to reveal main ideas, and the relationship between text and graphics helps students understand what they are reading.

• Point out unfamiliar words and explore their meaning. Revisit these words frequently and encourage students to use them in their own conversations.

• Show children how to analyze contextual clues to figure out the meaning of an unfamiliar word. Research shows that most vocabulary growth comes from learning new words in reading (ERIC Clearinghouse on Disabilities and Gifted Education)

Appendix D: National Institutes of Health Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Christina Ikwuegbu** successfully completed the NIH Web-based training course "Protecting Human Research Participants"

Date of completion: 08/30/2011

Certification Number: 734647