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Examining the Elements of Fidelity of Implementation of a Reading Program

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Walden University

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Emir Gonzalez

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Walden University

2020

Abstract

Examining the Elements of Fidelity of Implementation of a Reading Program

by

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MA, National University, 2011

BS, California State University, Los Angeles, 1999

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2020

Abstract

Middle school reading scores throughout the state of California have been predominantly less than average in recent years. A school located within this region has struggled to raise reading scores. An unknown problem existed that stemmed from the implementation of the school's reading program. The purpose of this investigation was to (a) determine the level of fidelity to the reading program, (b) understand the teachers' perceptions of the reading program, and (c) understand the structure of the reading program. The theory of andragogy guided this qualitative case study. Six teachers from a local school participated in the investigation. The teachers were purposely selected to take part in semistructured interviews. Two sets of data were gathered for this investigation: (a) results from semistructured interviews, and (b) publicly available reading data. The data were coded, and emerging themes were outlined. Six themes emerged to understand the overall process of the reading program. The results of the study pointed to the need for a more focused and sustained reading program. Another finding from the investigation was that teachers need year-around training in implementation fidelity. Additionally, the reading program's structure can benefit from the 5 constructs that make up implementation fidelity. The implications of this study may affect positive social change by providing teachers with sustained training and support to be effective reading development facilitators. Well-trained teachers have a profound effect on their students and providing teachers a platform to guide these students toward a literate world can make a positive social change in their communities.

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Dedication

I want to dedicate this journey to all the teachers and administrations who have influenced me to be the best possible version of myself. These teachers and administrators have all worked countless hours to create a flagship educational system in our country.

To God for giving me the patience, passion and love for mankind. God has instilled in me the vision to change the world one person at a time. To my angels, everything that I have accomplished I did it for you. The sleepless nights, the struggles, and the desire to want to be the best, was done for you. I leave the doors open for you to go beyond my expectations. Never forget how much I love you. I dedicated this accomplishment to you guys, and I can't wait for you guys to continue the tradition of doctors. You will be a third-generation doctor.

Acknowledgments

Psalm 34:4 says “I have sought the lord and he answered me and delivered me from all my fears.” God has always been by my side, and my life has been his work of art. He has put obstacles, challenges, and unusual circumstances that have made me a strong and compassionate person. More importantly, God put in my life the most amazing person I have ever met, my wife. I want to thank my wife for the unbelievable support throughout my doctoral journey. Without your love and support nothing would be possible in my life. Professor McCraney thank you for being my difference maker. You came into my life at the precise moment and I am forever grateful for your presence.

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Section 1: The Problem

The Local Problem

Closing the reading gap among students with below-basic comprehension skills in schools throughout the United States is a challenge not only for schools and districts, but also for political and economic entities (Moore, Gove, & Tietjen, 2017). Schools face the challenge of educating students with an array of learning difficulties, socioeconomic backgrounds, and learning abilities. The cost of improving one student's reading ability through academic intervention is \$25,000 per year (Moore et al., 2017). Budgetary issues arise every school year and lead schools to abandon the reading program. The money allocated to schools is used for teaching personnel, materials, and the purchase of expensive reading programs. Also, training teachers can be costly. However, for an intervention to be effective, teachers need to be prepared to change their practices and to be able to implement research-based interventions. Educational leaders must be strategically committed to implementing an effective reading program. Moore et al. (2017) stated, "The current educational system is no accident, and political powers need to be controlled by all educational stakeholders" (p. 14). Despite problems that educators face, it is paramount that stakeholders work together to increase student achievement.

In the United States, two in three students are not reading at grade level and need intervention. For decades, students are being promoted to the next grade and schools are ignoring the reading problem. Also, as students are promoted, little intervention is taking place at the school level, causing the reading problem to compound. Intervention is given

to those students who are failing an English class, have not reclassified, and who score below proficiency in the Smarter Balance Test (L. Hernandez, Personal Communication, February 27, 2018). Intervention must be targeted and specific to the needs of the intervention group. According to O'Reilly, Weeks, Sabatini, Halderman, and Steinberg (2014), "Many literacy intervention programs fail to demonstrate reading improvement in students, and they suggest that a misalignment exists between the needs of students and the goals of the intervention" (p. 405). Despite the obvious misalignment, schools continue to struggle to create effective intervention programs. Schools leaders have the right intentions, but they often face challenges during the delivery of the intervention reading programs. These challenges include, but are not limited to, time allotted for the intervention, lack of resources, different methods of delivery by teachers, and a teacher's experience. The challenges that schools face can be curtailed with the right teacher training program.

Another possible explanation for the gap in practice in reading intervention is the inadequate support and training teachers receive (Polkinghorne, 2013). In RST School District (RSTSD, a pseudonym), the reading gap exists because the current reading curricula does not meet the needs of a diverse student population in reading. Exacerbating the problem, there is a lack of research existing that demonstrates the direct relationship between the reading curriculum and student achievement. In this study, I focused on the insufficient amount of literature on fidelity of implementation (FOI). If teachers or educators want reading programs to be successful, further research on the five constructs

of FOI needs to be conducted (Van Kuijk, Deunk, Bosker, & Ritzema, 2015). The term *FOI* is investigated through a different lens by Dane and Schneider (1998). FOI includes five critical elements: adherence, dosage, quality of instruction, participant responsiveness, and differentiation (Dane & Schneider, 1998). Dane and Schneider focused on providing a comprehensive approach to implementing a program. Dane and Schneider revealed the need to examine the implementation of innovating programs through the five constructs.

Literature indicates that most of the research conducted on FOI is based on one or two elements of FOI. However, limited time is spent on examining a program through the lens of all five elements of FOI. Research limitations on FOI suggest that possible reasons that intervention programs fall short in reaching their goals is due to the lack of program loyalty. *FOI* is defined as the extent to which an intended program is implemented and leads to a positive outcome in students (Guo et al., 2016). The extent to which an intervention program is implemented is influenced by measuring the following variables: adherence, dosage, quality of instruction, participant response, and curricular differentiation. The mentioned variables, if measured accurately, can lead to student achievement in the classroom. When measuring adherence, the goal is to examine teacher self-reports about the activities and methods in which the program is delivered. This approach allows the researcher to compare what is expected from the teacher with what is taking place. The self-report allows the teacher to examine his or her own level of adherence, giving the teacher the opportunity to make necessary adjustment, to ensure

proper adherence. When dose is measured effectively, the investigator considers logs, checklists, and self-reports as important tools. A checklist keeps the teacher on pace to deliver the intended program. School staff needs to understand that there is no teacher-proof curriculum that will lead to the ideal results; however, the quality of instruction increases with the proper teacher training and support. Teachers who are highly trained and supported will be more responsive to the program. These constructs are divided into the structure and process of a reading program. Measuring structure and process separately allowed me to organize and separate by data into distinct categories. Literature has suggested that adherence and dosage are the most important elements of FOI. For this reason, I used dosage and adherence to provide the overall structure of my study. Quality of instruction, differentiation, and teacher responsiveness make up the process of my study. The justification for assigning the three elements to the process is due to the ease in which the three constructs can be analyzed during the implementation process. In Table 1, I separate the five FOI constructs into structure and process. The structure consists of adherence and dosage and the other three constructs (quality of instruction, differentiation, and teacher responsiveness) are organized into the process.

Table 1

Segregation of Components of Fidelity of Implementation Into Structure and Process

Components	Constructs of fidelity of implementation
------------	--

Structure	Adherence and dosage
Process	Quality of instruction, differentiation, and teacher responsiveness

As school leaders attempt to increase student achievement through reading programs, leaders must analyze how a program is implemented. School leaders must determine the most efficient way to implement literacy programs with fidelity. Moreover, school leaders must find effective means to measure the five elements of fidelity. To mitigate the reading dilemma in academia, it is necessary to examine the ways that literacy programs are implemented with fidelity.

Rationale

The problem that I addressed in this study is that the extent to which a reading program is being implemented with fidelity at Gamma School (GS, a pseudonym) is unknown. GS is one of several schools struggling to meet reading standards at the RSTD. The RSTD ranks in the bottom one-third of school districts in reading (California Assessment of Student Performance and Progress [CASPP], 2018b). RSTD Smarter Balance Assessment (SBAC) results are 10% lower compared with the state results (CASPP, 2018a). The 10% difference in reading is based on 8th-grade students who took the SBAC in 2017. The district is trying to improve reading scores by directing monies toward reading intervention curriculum ([REDACTED]). The high number of students who fail to read proficiently continues to increase and has become a pressing issue for our schools that requires immediate attention (Fogarty,

Oslund, Simmons, Davis, Simmons, Anderson, Clemens, & Roberts, 2014). RSTSD has implemented after-school reading intervention programs to improve reading scores. One-hour sessions are taking place 2 days a week for 10 weeks, to help improve reading proficiency. The entire time used to teach the reading curriculum focuses on teaching reading skills by using various reading strategies. Moore et al. (2017) indicated that frequency, intensity, and fidelity influence the overall expected outcome of a reading program. These elements mentioned lead to a focused and targeted curriculum for struggling school-aged students. Literature has suggested that frequency and intensity can be part of the FOI. Intensity and frequency often fall into the construct of dosage, and dosage is part of FOI.

In this study, I investigated is FOI of a reading program that encompass the reading curriculum at GS. My focus in this study was to examine the five elements of FOI (adherence, dosage, quality of instruction, teacher responsiveness, and differentiation). The examination is mitigated by the categorization of the five components of FOI into structure and process (see Table 1). To be effective, a reading curriculum must focus on every aspect of FOI (Fogarty et al., 2014). School leaders need to do a better job of incorporating all aspects of FOI. Schools perceive fidelity as adherence to the instructional plan. However, the complexity of all five elements makes adhering to the plan difficult, especially if each element is not categorized and considered individually. Therefore, the aforementioned elements mentioned are crucial to the FOI of a curriculum.

RSTSD uses a variety of reading programs. The process by which the school district selects its reading curriculum is unknown. However, evidence-based reading programs are being discussed. *Evidence based* indicates that the selected programs have been researched and validated. One example of a reading program is the Intensive Diagnostic Educational Center (IDEC). IDEC is an evidence-based approach to reading that the RSTSD has implemented throughout its schools. Teachers are selected and trained to work with struggling readers. The district selects English teachers working with students who struggle with literacy.

In this study, I examined the reading programs through the lens of a teacher and their role in the process and structure of the reading program GS has implemented. Segregating the process and structure of the program allows the researcher to categorize and analyze each element of FOI. De La Paz et al. (2014) suggested that students tend to score higher on reading assessments when teachers implement reading intervention curriculum with fidelity. To see the effectiveness of a reading program, I explored the five components of FOI. I emphasized how well teachers at GS used the five elements of FOI.

In the RSTSD, little is known about reading programs and FOI. Schools are implementing reading programs, but there are obvious gaps in the implementation process. Program facilitators should consider the needs of students, flexibility of curriculum, adaptive planning process, relevant training, and continuous monitoring.

More needs to be done to improve the effectiveness of reading intervention curriculum in the RSTSD (J. C. Marquez, personal communication, August 17, 2017). RSTSD schools are implementing the reading curriculum programs but are not obtaining the desired results (J. C. Marquez, personal communication, August 17, 2017). Perhaps schools need to focus on encouraging teachers to be involved in the development of the reading programs. If the planning, implementation, and monitoring of the reading program are in synchrony, the likelihood of reaching the desired results increase. The overall goal of a program will be attainable for all students, providing them with the opportunity to perform at grade level during the end of the year summative assessments.

Many reading curricula fail to demonstrate reading improvements on the standardized reading test (O'Reilly et al., 2014). My research is grounded on current data demonstrating underperforming reading scores at GS. Also, in my investigation, I had the opportunity to measure the effects that FOI has on reading achievement. According to the CAASPP (2018), nearly 85% of RSTSD students who took the SBAC in 2017, scored below the reading standard. Test scores are a significant indicator of student dropout rates at the high school and college level (Franklin & Trouard, 2016). The reading problem may be exacerbated if school leaders ignore test scores. If nothing is done to mitigate the reading problem, school-aged students will go through the educational system exponentially falling behind each day they are in school. Phillips et al. (2015) stated, "Students who demonstrate patterns associated with risk in earlier years in districts like [REDACTED] face greater risk of falling through the cracks and not getting their high school

diploma” (p. 165). The at-risk patterns can include academic performance linked to the lack of reading achievement. Districts are facing a reading performance dilemma that must be dealt with strategically. Understanding the role FOI plays in reading programs can significantly influence reading achievement in school-aged children. School leaders need to take the time to plan the implementation of a literacy program. Solidifying a comprehensive reading program and avoiding a one-size-fits-all reading curriculum is imperative (Kelly, Oswalt, Melnyk, & Jacobson, 2015). A thorough reading curriculum ought to be strategically put in place to meet the needs of individual schools and districts.

Schools have different needs; therefore, it is paramount for school staff to collaboratively work on developing a unique curriculum that is aligned to the goals and objectives of the reading program. Successful implementation of an intervention program needs to include adequate training, resources, staff support, and school staff approval (McGoey et al., 2014). Accomplishing staff approval and the necessary resources can be difficult to accomplish because throughout the years, schools have experienced different programs that have failed. Therefore, another new program would be another unproven program that will not work. A creative plan in place provides more flexibility to deal with limited resources and uncertainty among teachers. Effective reading curriculum for intervention programs should be significant and ongoing to give teachers the opportunity to learn new strategies and cope with the implementation process (Gulamhussein, 2013). The role a teacher plays during the beginning stages of the implementation process is important because they are the ones that will deliver the plan and work with struggling

readers. Also, the implementation process is imperative because decisions can be made and data can be gathered and analyzed; thus, important decisions can be made about the curriculum. Therefore, analyzing data and making important decisions can lead to the desired outcomes.

Further research is needed to enhance the quality of instruction that leads to student success through an effective reading curriculum (Spelman & Rohlwing, 2012). A pressing concern from RSTSD is the existing gap in practice because the current reading curricula are not meeting performance expectations. Also, the district is not meeting the needs of a diverse student population in reading. A lack of research exists that demonstrates the direct relationship between the reading curriculum and student achievement. Phillips et al. (2015) pointed out that approximately half of the district's students met or scored beyond in English language arts (ELA) proficiency standards. The other half of the student population in the district is struggling to meet proficiency. To improve student achievement, more needs to be done during the implementation process of a literacy program.

The RSTSD's 2016-2019 strategic plan is in place to help schools in the district overcome the challenges that it faces. One of the most significant problems that the district encounters is proficiency for all in literacy. In 2017, 28% of all the district's 3rd-through 8th-grade students were proficient in reading in the SBAC (CASPP, 2018b). The SBAC is given once a year in California. The testing window opens in March and closes

in June. However, the district requires schools to test students up to four times yearly using the SBAC's interim assessments. The goal is to test ELA students twice in the fall semester and twice in the spring semester. RST schools understand the need to improve reading scores for all students. The RST schools have put in place key initiatives that include the development of a multitiered support system that will enhance the opportunity to identify struggling students. The multitiered system used in the strategic plan has academic, behavior, and attendance components working in conjunction with one another. Using a multitiered system allows professionals from different branches of education working together to identify and support struggling students. With the involvement of school staff, teachers, parents, and community members, a multitiered support system can augment a positive effect to an intensive intervention reading program (Gruner-Gandhi, Vaughn, Scala, Danielson, & Stelitano, 2015). The reading crisis is a problem that must be dealt with at every level of RST schools; a multitiered support system will provide the platform for stakeholders to become involved. A multitiered system provides the opportunity to treat students holistically because often time the cause of a struggling reader is three-dimensional. This means many factors contribute to the students reading difficulties. Therefore, the root of a reading problem is difficult to determine.

The district leaders are cognizant of low ELA test scores at its schools. To alleviate some of the pressure, the district leaders implemented an English Learner Master Plan (ELMP). The plan includes trained coaches and mentors who will work

together with ELA teachers and staff. The goal of the ELMP is to remove barriers and create new opportunities for ELA students, identify the placement, progress, and instructional practice for all ELA students. Coaching teachers is a method that brings support and development to teachers during an implementation process (Pas, E. T., Larson, K. E., Reinke, W. M., Herman, K. C., Bradshaw, C. P., 2016). Teachers who are required to teach intervention programs can be more efficient with the support of coaches and mentors. The district leaders plan to send out trained coaches and mentors to aid in and out of the classroom during the implementation of ELMP. Several systems are in place that require expertise, guidance, and data analysis to unravel the districts strategic plan. The strategic plan does not include implementation processes, nor does it include the level of FOI. Literature across academia suggests that a high level of fidelity must be in place to ensure the success of a program.

GS is among the lowest performing schools in RSTSD. Almost three-quarters of GS 7th- and 8th-grade students did not meet the ELA standards on the SBAC in 2017 (CASPP, 2018b). These numbers are consistent throughout middle schools in the RSTSD. In reading, 8% of 7th graders scored above standard, and 11% of 8th graders scored above standard in 2017 (CASPP, 2018b). In research/inquiry, 11% of 7th- and 8th-graders scored above standard on the SBAC (CASPP, 2018b). The overall mean score for both groups is 2480, indicating that most students fall in the range of achievement level scale score for standard not met (CASPP, 2018b). See Table 2.

Table 2

RSTSD 7th- and 8th-Grade SBAC Performance in English Language Arts, 2017

Grade	Percentage proficient in SBAC reading	Percentage proficient in research & inquiry	Overall mean score
7 th	8%	11%	2480
8 th	11%	11%	2480

Note. California Assessment of Student Performance and Progress (2018a; 2018b).

RSTSD's strategic plan is a collaborative effort that brought together educational stakeholders to develop learning program that works. As previously stated, the strategic plan does not include FOI for their programs that they plan to put in place in the next few years. In this study, I examined the reading programs that are in place in one middle school in the RSTSD.

My purpose in this study was to investigate implementation fidelity of the different reading programs at GS. The implementation process includes but is not limited to the strategic development of the curriculum in the program, curriculum alignment, the use of data, training, reading strategies, and teaching models. Current data reveals that students at GS are struggling to read at grade level. Although GS has a reading intervention program curriculum, students are not performing well in yearly standardized tests.

I conducted this qualitative case study to investigate the current problem at GS. The case study consisted of interviews, archival data, and standardized test scores to determine the effectiveness of the ongoing implementation process of the reading intervention curriculum.

Definition of Terms

Adherence: The degree to which the participant(s) followed what was expected of them during the training session(s) (Dane & Schneider, 1998).

Andragogy: The idea that adults learn best when they are involved in the planning, prior knowledge is used, the material is relevant to their lives, learning is problem centered, and the task becomes easily transferred to real-life situations (Wang & Storey, 2015).

Blended Learning Model: The integration of student-directed online learning with a teacher-led offline component (Schechter, Kazakoff, Bundschuh, Prescott, & Macaruso, 2017).

Differentiation: Identifying elements present in the intervention and in the school curriculum that can be differentiated from one another (Dusenbury, Brannigan, Falco, & Hansen, 2003).

Dosage: the amount of intervention participants received and reflected whether participants received the intended intervention (Guo et al., 2016).

Fidelity of implementation: The extent to which an intended intervention is implemented and leads to a positive outcome in students (Dane & Schneider, 1998).

Quality of instruction: The way implementers deliver the activities of the intervention (Nelson, Cordray, Hulleman, Darrow, & Sommer, 2012).

Smarter Balance Assessment (SBAC): Students in Grades 3 through 8 and Grade 11 take this assessment that is aligned to the common core state standards. The assessment uses a computer-based performance task that allows student to demonstrate what they know and can do in ELA (California Department of Education, 2018).

Teacher responsiveness: The extent to which participants are engaged and responsive to the intervention (O'Donnell, 2008).

Significance of the Study

The RSTSD is one of many school districts in the western part of the United States that are reporting failing reading scores. In response to sobering numbers concerning low reading achievement, states and school districts are seeking extra funding to raise reading scores and improve reading intervention program curriculum, including teacher training (Bippert & Harmon, 2017). My study is relevant because school leaders know that reading problems exist at their school. However, they do not know whether FOI affects reading achievement. If implementing a reading program with complete fidelity creates a positive outcome, then the significance of this study can be profound. The RSTSD faces the challenge of serving many diverse learners who are not proficient

in reading (Phillips et al., 2015). The diversity of classrooms requires quality of instruction, differentiation of instruction, and teacher responsiveness (all elements of FOI). The need to examine all five elements of FOI to determine the effects of a successful reading curriculum is imperative.

Throughout the United States, many struggling readers are dropping out of high school. Phillips et al. (2015) stated that students who lack grade-level reading skills have a higher likelihood of dropping out of college. The frustration that school-aged students display in the classroom is evident through poor reading scores, behavioral issues, and dropout rates. Teachers need support and a time to reflect on the events that take place daily. Another reason why my student is relevant to academia is that I provide an opportunity for teachers to reflect on the role they play as providers in a reading program. I further provide teachers with a voice during the implementation process. The conceptual framework of andragogy that I selected allowed me to examine the degree that a teacher is involved during the implementation process. The study will improve the planning, delivery, and outcomes of the reading program curriculum at GS. The planning and delivery can be examined through the lens of adherence and dosage. The outcomes can be directly associated with instructional differentiation and quality of instruction. Further improvements can be made by focusing on teacher responsiveness.

Through this study, I provide teachers the opportunity to explore their roles in the implementation process of their curricula. The possibility of improving the

implementation process at GS will reduce the gap in practice because the reading intervention curriculum plays an essential role in the improvement of student achievement. Teachers provided significant data that I used to answer the research questions. A training workshop offered an original contribution to the RSTSD in general and the teachers at GS. The workshop consisted of incorporating reading strategies during the intervention curriculum implementation, how to efficiently monitor a reading intervention curriculum, highlighting a five-step implementation plan, and making use of data through assessment cycles.

In this study, I also provided the opportunity for teachers to reflect on the effectiveness of reading intervention curricula. Increasing reading skills in school-age children creates positive social change because a literate community leads to empowerment and the ability to make beneficial decisions for life and for society. Children can acquire social change skills by reading books and developing a passion for learning. Teachers can positively influence society through their vocation. Social change must be deliberate and targeted in the classroom every day. Social change starts in the classroom, and empowering teachers can have affect communities, one student at a time. The empowerment of teachers is possible when educational leaders understand the needs of teachers. Understanding how teachers learn, what expertise they bring to the classroom, and allowing them to be involved in the implementation process can be a difference maker in a reading program.

An essential concept in adult learning is andragogy (Wolfe, 2016). The term *andragogy* emerged in the late 1960s through the early 1970s. Knowles indicated that the term *andragogy* stems from the adult as a learner (Meyer & Murrell, 2014). I guided my study by Knowles's principles of andragogy: the adult learner's involvement in their learning, the importance of prior knowledge in the adult learner, the relevancy of their learning to their classroom environment, and learning become problem centered and not content based. Teacher involvement in the implementation process of a program results in higher student achievement and committed teachers (Schechter et al., 2017). The greater the time invested by a teacher, the more connected a teacher feels to the program. The time a teacher invests in a reading program can be monitored by monitoring adherence and/or dosage. Teachers need to be involved in the decision of making of a program. Often, teachers are invited to run a reading program but are asked to deliver a curriculum without formal training, support, and involvement in the development of the program. Similar results are provided by Mundy, Howe, and Kupczynski (2015), who suggested a need for greater teacher involvement in the implementation process because it leads to higher teaching capacity and engagement. Knowles's theory indicates that adults (teachers) learn best when they are involved in the process. Knowles's theory facilitated my investigation by allowing me to examine the possible correlations between teacher involvement and implementation fidelity.

Teacher involvement in the implementation process provides a first-hand view of the goals and objectives of the program. Teachers can think about how they will teach a

reading program and how to monitor a reading program. This process makes the program more relevant to the teacher. Mundy et al. (2015) stated that the relevance of the content to a teacher increases implementation fidelity and teacher motivation. Andragogy becomes a central piece in the overall success of a teacher. However, to be effectively implemented, a methodical approach is needed by all stakeholders. Eliahoo (2017) suggested that teachers need to be introduced to andragogy. The theory and practice of andragogy must be embedded into the training that teachers receive and the implementation process. In this study, I provide teachers at GS with the opportunity to reflect on how they learn best. In the teaching profession educators are constantly in a learning process. Knowles's theory of andragogy will provide the lens to examine the five components of fidelity (adherence, dosage, quality of instruction, responsiveness and program differentiation).

In this study, I categorized implementation fidelity into two parts (structure and process). Dane and Schneider (1998) are the first researchers to separate implementation fidelity into structure and process. The structural component consists of adherence to the program and dosage. Andragogy provides the framework to the structure of implementation fidelity by conceptually examining the involvement of a teacher and the relevancy of the reading curriculum to a teacher's practice. The process component allowed me to measure the quality of instruction teacher responsiveness and program differentiation. To understand the process of implementation fidelity, a teacher's prior knowledge, the transferability of the knowledge gained from the experience, and the use

of problem-centered strategies are considered during this stage. FOI and andragogy were the foundation of this investigation

Research Question(s)

I used my research questions to elaborate on the FOI at a middle school. In this investigation, I separated FOI into two parts. I divided each part according to the five elements of FOI (adherence, dosage, responsiveness, quality of instruction, and relevancy). As mentioned earlier, I examined FOI via the structure and the process. The structured aspect of the study is bounded to adherence, and dosage and the process are confined to the quality of instruction, teacher responsiveness, and differentiation of instruction. Therefore, I structured the research questions to address the five elements that constitute FOI. Each question is aligned with one or more elements of FOI. My goal in this study was to examine the FOI of a reading program at GS. The primary research questions for this study were as follows:

RQ1: How and in what ways are teachers implementing the reading intervention curriculum at GS?

RQ2: How structured is the reading intervention curriculum at GS?

RQ3: What are the teacher's perceptions of the reading curriculum at GS?

Review of the Literature

The concept of fidelity is widely used in the field of education. Literature suggests that a high degree of fidelity leads to a successful program. Dane and Schneider (1998)

indicated that program integrity involves a high level of fidelity. *Integrity* is defined as the level to which a procedure is implemented as planned (Dane & Schneider, 1998). The significance of considering program integrity is that it can measure the degree to which the program is delivered. The degree of implementation is a point that I considered in the current study. Fidelity provides structure and guidance to a program. Implementation fidelity can help teachers organize the delivery of the program. Teachers can use a fidelity checklist to deliver the reading program with ease. In my study, I compartmentalized the reading program into teacher involvement, relevancy of the reading program to the teacher, program adherence, and program dosage. Fidelity should be examined through the lens of five constructs (Dane & Schneider, 1998). The five constructs can be associated with program fidelity because each construct serves as a purpose for the implementation process. For instance, the quality of instruction is directly related to the expectations of a program, and every program is high on integrity. Quality of instruction provides the platform to deliver the intended steps of a reading program. Dane and Schneider (1998) stated, “If any of the five constructs are not implemented with integrity, the results of the investigation can be compromised” (p. 24). Each construct serves a purpose in the implementation process. The key to applying the five constructs is to have the right instruments during the investigation. An appropriate instrument is a checklist during an observation that measures implementation fidelity. Review of the literature suggests a need to conduct further research on studies that implement all five elements of FOI. A limited amount of research is focused on all five

elements of FOI. Reading programs are developed rigidly with minimal room for creativity; this makes it difficult to meet the needs of struggling schools. The integration of a reading program is done in a one-size-fits-all manner. This one-size-fits-all approach leads to poor results. Perhaps districts need to make room for creativity. Creativity allows teachers to modify the reading program to fit the needs of their students. In addition, if the opportunity to modify a reading program exists, the modifications are unchecked and can lead to a poor outcome. In the bulk of the literature review, I examine the five elements of FOI. The first step in the literature review process is to examine existing literature on the five constructs of FOI.

Adherence

The implementation and monitoring of fidelity vary in each research case. Every research method has a distinct approach to check for FOI. For instance, Flannery, Fenning, McGrath, and McIntosh (2014) used a School-Wide Evaluation Tool (SET) to measure the FOI of a Positive Behavior Intervention and Support Program (PBIS). The tool used in the investigation is focused primarily on adherence to the program. The tool guided school staff during the implementation process of a behavioral program. The administration of SET includes school visit, brief interviews, records review, and observations (Flannery et al., 2014). The SET tool provides school staff with the opportunity to analyze the program in several manners (behavior, attendance, and student achievement). However, the primary use of the SET in this investigation is to measure

FOI of a school-wide positive behavioral intervention and support program. The use of brief interviews (20-30 minutes) with teachers and staff gives the researcher insight on how teachers/staff are adhering to the program. The brief interviews provide a snapshot of what is going right and what needs to be adjusted. Also, school visits by investigator(s) provide details on the data collection and the examination of daily operations of the school. If any uncertainties arise investigators can interview staff members involved in the investigation. SET provides the opportunity to measure events that are taking place in the classroom. The observations allow the researcher to compare intended instructional delivery, to actual delivery in the classroom. The school visits and interviews were structures to check for the degree of adherence to the program.

The degree to which a school follows what is expected can be measured using a learning model. For instance, Schechter et al. (2017) used a blended learning model to determine the degree of adherence and identified the FOI by teachers. A blended learning model consists of the integration of student-directed learning with a teacher-led offline component” (Schechter et al., 2017, p. 554). Blended learning programs are being implemented at a rapid pace in academia. Monitoring these types of programs usually focus on adherence and dosage. How much time is spent on and offline are key indicators of dosage and adherence? Both Schechter et al. (2017) and Flannery et al. (2014) focus on FOI however, Schechter et al. study differs from Flannery et al. because Schechter et al. investigates the amount of time spent (dosage) and Schechter et al. examined adherence, dosage, and program differentiation. Schechter et al. did not monitor dosage

with fidelity, and program differentiation was introduced but not documented. The point was made earlier about the current investigation and the lack of adequately measuring FOI. Flannery et al. and Schechter et al. use different tools/models, and both studies attempt to measure adherence and several components of FOI. Their results suggest that more research is needed on adherence and FOI of a reading program. The recommendations by the two cases Flannery et al. and Schechter et al. is the need to sustain and improve the quality of the programs and to provide more data on adherence.

To maintain a program throughout the year is a challenge for any school. The program must provide support, funding, training, and monitoring to be effective. The use of data provides a program with information, making it easier to make the necessary adjustments to the reading curriculum. To sustain a program, data must be utilized continuously. An experiential based program is more accessible to deliver and monitor because the data provides the necessary information to make any adjustments to the program. The higher the quality of the program the higher the adherence to a program. Proper adjustments can take place if teachers are prepared to make necessary changes. An important element suggested by Schechter et al. (2017) is to be effective, teachers (adult learners) must be trained and monitored throughout the year. Also, teachers need to be involved in the training process. When adult learners are considered in the implementation process, they are known to be rational and empathetic in participating and collaborating (Wang & Storey, 2015). If adult learners find a purpose behind their involvement, they are more likely to participate and adhere to the procedures of a

program. A program should invest time and effort in training teachers and staff throughout the program. In this case, training should be focused on adhering to the reading curriculum.

Dosage

Dosage is another element to consider during the FOI of a reading program. If the reading dosage is administered correctly, the reading program is more efficient. Guo et al. (2016) indicated a general acceptance to high levels of FOI (adherence or dosage) can result in accomplishing the intended outcome. In this example, FOI is measured through adherence or dosage. Guo et al. also stated, “FOI can contribute to research by linking negative results to the failure of implementation” (p. 172). This suggestion becomes important to education because many reading programs are failing to deliver the expected results. A reading program that struggles to document adherence and dosage, and does not make necessary changes will not be successful. In turn, a carefully documented program can modify the reading curriculum and turn failure into success.

To be effective, FOI needs to be carefully implemented and monitored (Guo et al., 2016). Guo et al. recommendations become paramount to the current research because GS has had reading problems for several years and has implemented reading intervention programs every year. Perhaps the reading problem stems from the lack FOI. Bippert and Harmon (2017) examined a computer-assisted reading intervention programs at the middle school and high school level and concluded similar results to the Guo et al.

investigation. That is, schools need to be more effective in implementing reading programs. Statistics reveal that students are scoring below basic on the standardized reading test (Bippert & Harmon, 2017). In the case of GS, students continue to struggle with standardized testing. There is a demand for reading scores to increase throughout school districts.

States are funding schools and districts to provide adequate training in reading intervention programs. The problem is known, but the solution needs to be determined through careful investigation of reading programs. Program goals must include logistic goals that include supervision, monitoring, and support during the reading program. The goal is to provide carefully structured and incremental models in reading intervention programs (Bippert & Harmon, 2017). The structure and incremental models stem from careful planning and monitoring of a program. Teacher training and embedding the elements of FOI can make a significant impact on reading scores. With the assistance of computer assisted intervention reading programs, students can expect engaging, motivational and effective reading lessons. The goal is to make the lesson meaningful and the dosage of the reading program appropriate to meet the needs of the students and teachers.

There is more to an implementation of a program that causes high levels of motivation and engagement. Teachers that are highly motivated and engaged are comfortable with the curricula, meaning they are highly trained and supported (Pas et al.,

2016). The level of motivation and engagement is the direct result of teacher involvement in the implementation process. Teacher involvement is part of Knowles' theory of andragogy. Teachers have a natural desire to be part of the process. Therefore, it is important to include teachers in all aspects of a reading program. The problem is that many teachers report feeling underprepared (Pas et al., 2016). Teachers find it easy to blame school administration and school administration find it easy to blame district leaders. What education is experiencing is a blame game rippling from the classroom to local districts to state leaders.

In a study that supports Pas et al. findings, Leko, Roberts, and Pek (2015) examine the implementation of a computer-based reading intervention program. The study focuses on teacher adaptations to the reading program. Teacher training was provided for the 4 teachers participating in the investigation. Data from this investigation revealed a need for a sustainable teacher training program throughout the implementation process. Three of the 4 teachers indicated that they did not feel comfortable with their ability to teach reading intervention because they did not feel prepared to teach the reading program. Teachers who are not prepared to facilitate a reading program have a difficult time adhering to the reading program and are likely to deviate from the intended program. The problem arises when the deviation is significant enough to cause a complete change to the intended reading program. When a program is not working, teachers must fix the problem by incorporating their knowledge, if the teacher's knowledge is limited, the intended outcome is limited (Quinn & Kim, 2017). To avoid

limitations to the program a continuous support system can ensure a high level of FOI. This makes adhering to the implementation process important to the overall success of the program.

Adhering to the plan makes it easier to manage the dosage during the reading program. Pas et al. 2016 suggest that dosage becomes an important element to fidelity. Schools need to provide teachers and staff with methods to track dosage. A reading program must have in place an instrument to measure dosage. To be able to use an instrumentation tool, proper training must be in place before the reading program begins. The gap in practice is the inadequate training and sustainability of a training program. Training takes place prior to the start of the program but does not continue throughout the program. In the study conducted by Pas et al. the recommendations were to conduct further research to determine the impact of dosage on intervention programs. The study suggested additional time was needed to determine the impact dosage has on FOI.

The unknown effect dosage has on a reading program is critical because dosage measures the amount of time a participant receives during the reading program. There is a limited amount of research on dosage (Pas et al., 2016). The urgency to continue researching implementation fidelity is evident to any program. Moreover, educational programs are recommended to have follow up research to intervention fidelity. Once a program is complete, the school should use data to determine the effectiveness of the FOI. Mendive, Weiland, Yoshikawa and Snow (2015) define *intervention fidelity* as the

degree to which the reading program is expected to have intended effects on intervention during the implementation process. This suggests that a reading program must be carefully monitored and recorded to have a positive impact.

FOI should be recognized and accepted as an important part of the reading program. Mendive et al. (2015) conducted a study on intervention fidelity in which the focus was to examine adherence and dosage of a reading program. The study was prohibited from providing a specific amount of dosage and adherence. However, the study did increase the amount of instruction that was delivered (dosage), and careful attention was given to teacher training to ensure adherence. The higher the awareness of FOI the easier it is to replicate a program results, and the easier it is to determine what is relevant to the reading program. Mendive et al. discuss the need to examine the entire spectrum of fidelity (quality of instruction, adherence, dosage, responsiveness, and differentiation). The ability to measure the entire range of FOI is understanding how to separate dosage from adherence.

One challenge the Mendive et al. (2015) study revealed is separating dosage and adherence. Adherence and dosage seem to be used interchangeably (Mendive et al., 2015). The critical feature of the study brings awareness to the failure to appropriately measure adherence and dosage. Adherence in a reading program requires a researcher to use a tool that differs from an instrument that measures dosage. Separating dosage and adherence allows the program to analyze how teachers are being prepared and supported

to deliver the intended program. Dosage provides the amount of time teachers are being trained and the frequency in which they are being trained. Dosage can include the amount of support a teacher receives during the program. Adherence refers to the delivery of the intended program. When these two constructs (dosage and adherence) are separated, the investigation becomes easier to discern.

Dosage requires strategic planning and monitoring. A more efficient job needs to take place in schools. Teachers participating in reading programs must be trained to properly administer a program. There is enough evidence that indicates the need to increase the amount of time leaders provide for training and support. In a study conducted by Ciullo et al. (2016) the goal was to investigate teachers responsible for delivering reading intervention at the middle school level. According to Ciullo et al. districts, universities, and educational training institutes need to spend more time training teachers to effectively measure procedures (adherence and dosage) in reading intervention, especially in the areas of reading comprehension, phonics, and phonological awareness. An approach can be taken by using different tools to measure adherence and dosage. Training programs and schools are busy aligning lesson plans and standards to meet the growing demand of educational stakeholders. Incorporating training and support can increase the overall dosage of a program, possibly increasing the success of the program.

Reading is the foundation of a quality education and it is essential to recognize the elements that can mitigate the increasing reading gap. Adherence and dosage can make a difference in a school's reading scores. A different approach was taken by Miciak et al. (2014) their findings suggest using multiple measures across reading domains to determine desired results. The investigation successfully measured two components of reading (comprehension and phonological awareness). This indicates that careful planning and adequate training can increase research outcome in reading achievement. Providing students with several assessment tools gives teachers the opportunity to focus on the needs of every student participating in a reading program. In their study Ciullo et al. (2016) participants (teachers) concluded that teacher training methods are unaligned to the reading intervention expectations, and participants often feel unprepared and uncomfortable. If a reading program is going to deliver the intended application with desired outcomes then, leaders must allot enough time for teacher training and support. A plethora of literature suggests that reading programs are failing to provide ample support and training for teachers. In another investigation, Miciak et al. found that the amount of training and support provided to intervention teachers may not be aligned to the intended outcome. The unalignment of a reading program can be caused by different reasons, however the possibilities that the unalignment is due to the lack of teacher training and support. An implication of the study conducted by Ciullo et al. is to encourage institutes to provide sustained teacher training in reading intervention procedures. As programs are being developed leaders need to consider every aspect of the program, this includes

teacher training, teacher support, elements of FOI, modifications and the needs of the students.

Coaching and mentoring can provide the needed teacher support. Eliahoo (2017) captured the voice of educators who indicate that mentoring, teacher induction programs and continuous training are a necessity to improve their teaching abilities over time. Improving teacher knowledge and training can provide teachers with the opportunity to make a necessary and appropriate modification to a reading program. Mentoring a teacher can provide additional time to train and guide teachers in the implementation process.

Supportive programs need to be sustained throughout the school year. The extra time can make a difference in the intended outcome of the program. Eliahoo (2017) states, “A strong connection between teacher training and teacher quality” (p.180). In the investigation teachers indicated a need for support, guidance and an effective training program. Training is essential to the growth of educators (Eliahoo, 2017). Training becomes more effective when it becomes sustained throughout a program. Literature is consistent with the need to provide sustainable training and support for teachers. Coaching and mentoring can be a possible solution to sustainable teacher support. In the study conducted by Eliahoo, results are similar to an investigation done by Kim, Koegel and Koegel (2017). Both investigations suggest a need to further train staff member during the implementation process. In a study by Kim, Hemphill, Thompson, Jones,

LaRusso, and Donovan (2016) a mentor was assigned to a paraprofessional (PP) and the mentor record evidence of FOI by the paraprofessional. Mentors observed the paraprofessional during the implementation of social activity for ten minutes. Following the observation, the mentor provided feedback on the activity. The feedback includes information on meeting the FOI criteria. Positive feedback indicated the goal was met. If the goal was not met the paraprofessional was given corrective feedback about the specific component (space, preparation, and student interest). The goal of the paraprofessionals was to meet an 80 % FOI for three consecutive probes without receiving corrective performance feedback. The study had several limitations including additional time to train staff members (dosage) and additional time needed between the mentor and PP.

Previous research makes it apparent that one dose of intervention is not enough to create an impact on student achievement (Moore et al., 2017). For a program to be effective, the dosage of an intervention must be intense with sustained duration. The program must be carefully planned and delivered. Each provider needs to be trained adequately and will need support throughout the process. The curriculum must be flexible enough to be altered to meet the demands of a struggling reader. According to Moore et al. a limited amount of research exists that indicates the right amount of dosage. Finding the correct amount of intended intervention a teacher receives has been a challenge for research studies. A program provides a five-hour dose because the budget allows that many hours and not because it is the correct amount of dosage that is needed to cause a

positive impact on a reading program. Also, it is important to recognize a threshold (dosage level) that can impact change (Moore et al., 2017). Understanding the threshold level allows the program to make necessary changes to the curriculum by increasing or decrease the dosage level. Also, the dosage level can reduce program costs and can provide customized reading programs to fit the needs of students. The greater the specificity of a program can lead to a cost-efficient program.

An investigation conducted by Van Kuijk et al. (2015) determined whether reading comprehension scores can improve with the help of adequate teacher training that targets goals, data use, and instruction. The study aimed to provide adequate teacher training so that teachers can feel comfortable in setting their own performance goals, target differences between students, and provide high quality reading instructions. The relevance of this study is the measurement of intensity (dosage), the greater the intensity of a program leads to a higher success rate of the program (Van Kuijk et al., 2015). A higher rate of intensity provided more time for teachers to develop the necessary skills to be effective during the reading program. When measuring or examining FOI, intensity becomes an important element. Teachers work with fluctuating student reading levels, differentiating instruction, implementation of reading strategies, and time management during a reading program. Increasing the intensity will provide a higher amount of training and support to deal with all the parts of a reading program. In the study by Van Kuijk et al. intensity became a limitation because a lack of documentation was determined. An assumption was made on the intensity that causes this study to be limited.

The assumption was that intensity was not necessary to the study because teachers were trained and expected to deliver a high-quality intervention. The result of the study suggested a greater awareness on the impact of dosage on a reading program.

The intent of a study conducted by Gruner-Gandhi et al. (2015) was to develop methods to support school staff during the implementation of the intensive intervention. The application of a multi-tiered system of support provides schools the opportunity to increase intensity concerning the quality of instruction and behavior management (Gruner-Gandhi et al., 2015). The intensity is adjusted according to the needs of the student. The use of multiple sources of data provides teachers with the tools to tailor the curriculum to the intervention student's need. Tailored instruction involves making changes at the instructional level (differentiating activity and increasing vocabulary drills). These types of modification to the curriculum increases the intensity of the intervention. To be effective in an intense intervention a school needs to emphasize capacity-building, funding, and training. Building capacity includes buy-in by all staff, utilization of teacher skills and expertise, time to collaborative and to make intensive intervention relevant to each student. Funding is an issue at every school. School leaders are encouraged to be creative with their budgets to intervene a success. Again, emphasis on teacher training is paramount. Teacher training must be intentional and structured to facilitate the intervention teacher.

Teacher training has been established as a key element to a successful reading program. Glover (2017) focused on the effectiveness of data-driven coaching model to promote early reading intervention through teacher training. The finding suggests that teachers who go through teacher training in reading intervention and are coached throughout the year outperform teachers who do not receive any training. Teachers participating in reading intervention training feel much more confident teaching phonics, phonemes, and reading comprehension. Glover (2017) suggests a need for further research in reading intervention and teacher training devoted to reading intervention. Reading programs cannot be one-size fits all curriculum. Schools need to be prepared in every area of the reading program to be effective. To be effective leaders must do a better job preparing teachers.

An effective teacher training program should include an opportunity for a teacher to take part in the development of the program and provide the necessary tools to become self-directed learners. Meyer and Murrell (2014) concluded that effective teacher training could improve efforts to help faculty learn how to teach adults. Understanding the factors that motivate teachers can making the training process more efficient. To add to Meyer and Murrell (2014) findings, “Andragogy is one of the best methods to apply when implementing a teacher training program” (p. 3). Andragogy makes sense because in a reading program the participants delivering instruction are adults. Andragogy provides the platform to make training meaningful to the participant. Andragogy emphasizes that adults pursue learning that is important to them or provides immediate usefulness (Meyer

& Murrell, 2014). Personalizing teacher training allows a teacher to connect with the goals and objectives of the program. Meyer and Murrell stated that using andragogy allows teachers to feel more comfortable teaching adults, eliminating confusion and anxiety. The more knowledge and experience a teacher possess the higher the overall success of the program. A teacher training program that emphasizes relevant and transferable knowledge can provide a higher level of adherence and dosage. The review of the literature makes it evident that intensity becomes more effective in the FOI. My investigation examined the intensity of the program and not the amount of time dedicated to a program. The intensity of a program provides a greater opportunity to tailor instruction and individualize the curriculum to fit the needs of each student. This individualized program will result in the quality of instruction.

Quality of Instruction

Quality of instruction is another element that is investigated in the current research. Schools continue to make efforts towards high-quality instruction. Quality of instruction is important in the FOI because the program must be tailored to meet the needs of struggling readers and quality instruction should embed differentiation techniques. Schools start a program with a high quality of instruction in mind. However, the results do not support a high quality of instruction. End of the year test scores are not aligned to the reading program's goals and objectives. Fidelity in reading intervention requires commitment, teacher support, and feedback (King & Coughlin, 2016). A

committed teacher is likely to reach the program's goals because they are willing to put the time and effort into the program. Also, a dedicated teacher will accept constructive criticism and training support to be more effective. For the quality of instruction to take place, the approach to teaching a reading intervention program must have in place commitment, support, and feedback (King & Coughlin, 2016). The quality and intention of the intervention program should be more important than any other component of the program. A quality reading program requires more than one teacher training session.

Quality instruction is vital to a reading program because the reading program's primary focus is to work with struggling readers with distinct Lexile levels. King and Coughlin (2016) suggest that reaching high fidelity and high-quality instruction during the intervention program requires a Problem-Solving Approach model (PSA). A PSA is an instructional approach to individualize a reading intervention program. The individualization of a reading program is directly related to the quality of instruction. This approach stems from the analysis of instruction/classroom environment conditions and reading deficits (King & Coughlin, 2016). PSA utilizes data to individualize a reading program. The derivative of the program indicates that the program is evidence-based with actual data to support the PSA model. The key element of this model is the focus on individualization of the curriculum. Individualizing a curriculum can transfer into high-quality instruction and a high level of student achievement. In this case, a high-quality instruction is specific to a student's reading deficit.

PSA is formulated to isolate skills and subskills deficits that lead to focused intervention (King & Coughlin, 2016). The isolation of skills allows the program to adjust the curriculum to the Lexile level of level of struggling student. To make decisions and understand the function of the pedagogy, PSA requires specific teacher training, understanding of individual student needs, and mastery of content. Concurrently, Amendum (2014) stated that “effective teacher training is sustained, ongoing, content-focused, and embedded in learning communities” (p. 120). Quality instruction is content focused with the ability to adjust the curriculum to fit each student’s reading needs. Modifying a curriculum must be targeted and carefully monitored. Ongoing training and support can foster the skills needed to make appropriate curriculum decisions that lead to greater student achievement. King and Coughlin had similar results to Amendum, they concluded that PSA training should be sustained throughout the school year. The more support a teacher receives the greater the chances the program can reach the intended goals.

Amendum (2014) found that the reason intervention teachers demonstrating a high level of fidelity was due to a specific intervention, derived from a targeted teacher training program. When the intended outcomes include teacher training the intervention becomes specific to the teacher and students. King and Coughlin (2016) had more specific evidence on a high level of fidelity; they concluded that the quality of instruction leads to increased FOI. The instructional quality allows teachers to model the desired behavior, provide guided practice and provide a dialogue between the student and

teacher, leading to high student achievement. The quality of teaching is derived from clear learning targets, an ongoing collection of data/evidence, providing specific feedback and providing students the tools to take ownership of their learning (Liang, Collins, Kruse, & Lenhart, 2015). The continuous collection of data, teacher feedback and providing students with a clear vision of their expectations are elements of quality of instruction. Providing teachers with feedback allows a teacher to reflect on their quality of teaching because another person using another lens is constructively criticizing their work. Also, the use of data can improve the quality of teaching by analyzing test scores and student progress.

The quality of instruction needs to be empirically validated with targeted teacher training (Kennedy, Rodgers, Elwood, Mathews, & Peeples 2018). The use of strategies that work and that have been tested to work (evidence-based teaching) is one way to provide empirically validated teacher training. The approach to quality of instruction cannot be random and under the assumption that a program will work just because it worked at another school site. Quality of instruction is assumed to positively affect children's future and social behavior (Dijkstra, Walraven, Mooij, & Kirschner, 2016). A positive outcome is in part to specific and meaningful instruction. In this case, teachers and students can benefit from a targeted reading program with a high quality of instruction because the reading deficiencies have been identified and the program is correctly structured to mitigate the reading deficiencies.

Quality of instruction can vary from case to case. In Kennedy et al. (2018), they stated, that “quality instruction could originate from inquiry-based learning approach” (p. 141). In inquiry-based learning, students are provided the opportunity to engage with the curriculum, discover learning from observations and create higher thinking questions to solve a problem. These findings are in conjunction to Liang et al. (2015) results of quality of teaching because learners need to take ownership of their learning. To accomplish an inquiry-based learning, the teacher must be prepared to facilitate this type of learning. Also, teachers must be prepared to differentiate instruction to fit each intervention student.

Problems arise when teacher training programs fail to improve the quality of teaching. Dijkstra et al. (2016) stated, that “most in-service teacher training programs do not achieve to align the quality of instruction to student achievement” (p. 151). Schools are not getting the desired results when their students take the end of the year reading exams. Schools are implementing the program, but the quality of instruction and test results do not coincide. To reach a desired goal and ensure all pieces of a reading program are aligned, research-based reading programs must be carefully implemented. King and Coughlin (2014) recommended a unique perspective of quality instruction. The use of a structured and well-developed intervention program like the Problem-Solving Approach (mentioned previously) is highly recommended (King & Coughlin, 2016). Increasing the effectiveness of teacher training will increase the FOI.

During a reading intervention program, the quality of instruction must be specific to a student's reading deficiencies. De La Paz et al. (2014) offer insight into the effects of a reading and writing curriculum intervention program with the support of an effective teacher training program. The study explores teachers and their role in the implementation process. De La Paz et al. (2014) suggests the more involved a teacher is during the implementation process, the higher the fidelity to the reading program. The goal should be to reach a high level of fidelity by the teacher delivering the program. A reading program should have room to allow teachers to invest their knowledge and time into a reading program. According to De La Paz et al. "teacher training provides teachers with specific ways to deal with challenges they were seeing" (p. 239). The opportunity to provide teachers with the tools to modify instruction makes differentiation easier to accomplish, Therefore, tailoring instruction to individual students becomes possible in a reading program. The key is relevant and sustained training.

Without a sustained and relevant teacher training program it become difficult for teachers to maintain a high level of fidelity. Thus, preventing reading programs from reaching program goals. Fogarty et al. (2014) investigated the concept of program fidelity. Fogarty et al. stated that "program fidelity is essential in the implementation process of a reading program" (p. 427). Teachers who follow the reading curriculum with fidelity and have the necessary tools to modify a reading program is beneficial to the program and to a struggling student. The expectations cannot be to provide teachers with minimal support and high student outcomes.

The center of reading programs should be in the results of the reading program. Fogarty et al. (2014) stated that “36% of eighth-grade students could read proficiently in the United States” (p. 427). Similar statistics are demonstrated in a study conducted by Sornson (2015) pointing out that 33% of fourth graders in America are reading proficiently and 17% of students who are eligible for free or reduced lunch cost are at proficiency in reading. One out of every three students struggle to read; this statistic is a contributing factor to our nations’ literacy problem. The more a student struggles to read, the easier it will be for that student to drop out of school. According to Hock, Brasseur, Hock, and Duvel (2017) “Students who are at below basic in reading cannot utilize prior knowledge, make inferences, connections and describe the central problem in a reading passage” (p. 195). The utilization of prior knowledge and making inferences becomes essential to the success of a student. If students cannot make connections to a reading passage, they will struggle academically. This academic struggle can lead a student to drop out of school. In turn, providing more pressure on society to absorb the problems that are associated with a person dropping out of school. To Ensure that students can develop reading skills that will lead to student achievement must come from evidence-based reading programs with high fidelity.

The need for specific reading programs that target struggling students is imperative. FOI is a fundamental element for an active reading program. In Fogarty et al. (2014) investigation results indicate that program fidelity is significant in the mitigation of reading difficulties in middle schools. A great deal of literature exists on FOI at the

high school level, but more research is needed at the middle school level (Fogarty et al., 2014). In their Fogarty et al. examined the effects of a reading comprehension intervention program at the middle school level. Findings are aligned to finding from De La Paz et al. (2014) in both studies; teacher training is directly related to FOI. Time needs to be a factor in teacher training. Teachers need time to reflect, time to be coached and time to make modifications. Teacher training is part of the overall success of the program, teacher and student.

Schools are in search of the perfect program that will lead to overall student achievement. Schools need to take the time to properly train and support teachers. Teacher training enhances student and teacher achievement (Tzivinikou, 2015). This point is valid if the program is structured and specific. A structured program will adhere to the five constructs of FOI, and a reading program will tailor the curriculum to fit the student's needs. Tzivinikou stated that “Improving student and teacher achievement; there must be effective and sustained teacher training program must be in place” (p. 97). Sustained teacher training requires many moving parts that should be moving in concert. Funding, coaching/mentoring, ongoing curriculum modification and monitoring should all be aligned to a reading program. Sustainability of any sort involves funding and specific targeted training for schools, and schools are having a difficult time accomplishing sustainability.

Districts develop teacher training programs to facilitate teachers and staff during the initiation of a reading program. As the program moves along there is less teacher training taking place. A constant denominator throughout education is that teacher training has been underused and ineffective (Tzivnikou, 2015). Schools are experiencing a struggle to align reading programs to student achievement. The struggle to reach alignment is an experience that many schools face. This struggle becomes evident when schools receive their end of the year summative reading test scores. Many schools are failing to achieve proficiency in reading.

During the implementation process school leaders fail to acknowledge variables that might affect training/teacher training. These variables can range from understaffed personnel and limited funding to barriers during the delivery of intervention (King & Coughlin, 2016). Variables can have a direct impact on the outcome of a reading program. Additionally, D'Agostino and Harme (2015) indicated that reading difficulties stem from experiential and instructional factors. Experiential and instructional factors can be categorized as variables. A reading program that does not carry relevancy to the lives of students (experiential factor) is a variable that will affect the overall achievement of a program. D'Agostino and Harme concluded that effective intervention instruction brings the possibility of students overcoming reading obstacles and can accelerate their achievement gains. Quality instruction in a reading program starts with FOI and teacher training. Sornson (2015) indicated that teachers using an effective and specific reading curriculum could result in a higher FOI. The effectiveness of a program should be

correlated to the quality of the training. Sornson concluded that the use of the Essential Skills Inventories (ESI) leads to an increase in teacher quality and fidelity. ESI helps teachers focus on the specific reading deficiencies of a student. Also, ESI provides targeted teacher training that focuses on systemic assessments, instructional design and understanding the child. The degree of fidelity should be directly related to the overall achievement of the program.

Quality of instruction starts with leadership and staff members willing to teach outside of their comfort zone. Quality instruction if supported properly will result in higher student achievement. The success of a school reading intervention program is connected to the quality of instruction (Dijkstra et al., 2016). Therefore, to establish quality of instruction, a priority should be set to each step of the implementation process (Dijkstra et al., 2016). The implementation process is important because this process becomes the blueprint of a program. The implementation process must be done collaboratively with all stakeholders involved. School leaders, teachers and other members of a community must rely on one another to reach the desired expectations. More importantly, teachers need the opportunity to share their valuable experience and knowledge to a reading program. That is why schools need to consider a teacher's perspective and beliefs during the implementation process. A teacher's point of view can make a difference in the outcome of a program. The more a teacher is considered, the more likely the teacher will respond positively.

Teacher Responsiveness

A teacher's perspective can have a profound impact on how they respond to a program. A teacher's belief coincides with the conceptual framework of Andragogy. A teacher's understanding of a reading program leads to the relevancy, transferability, and involvement of a program. A teacher's responsiveness to a reading program is critical to the success of the reading program. Houchens et al. (2017) stated that "high fidelity of a program's implementation leads to positive teacher responsiveness" (p. 177). Teachers feel more comfortable delivering the program's content when engagement and motivation by students and teachers is present. A teacher's comfort level will determine the level of commitment throughout the reading intervention program.

The comfort level of a teacher increases when the goals and objectives are aligned to the needs of a program. Liang et al. (2015) summarize the importance of teacher responsiveness by keeping the reading programs to a few goals and including teachers in the implementation process. Providing a school with few goals makes the process easier to accomplish because teachers and staff will have time to thoroughly develop each lesson to meet the program goals. Liang et al. like many researchers, stated that "a program needs to provide teachers with adequate teacher training" (p. 197). Effective teacher training is being resonated throughout school districts in America. School leaders have demonstrated a keen interest in the need for implementation fidelity (Houchens et

al., 2017). Up to this point what is known is the correlation between FOI and teacher training. These two elements working in conjunction should lead to student achievement.

FOI continues to be an essential factor in any school program. In Houchens, et al. (2017) the focal point of the investigation was to discover whether a School Wide Positive Behavior Intervention and Support Program (SWPIS) (if implemented with fidelity) can make a positive impact on student achievement. Results from the study indicated that there was minimal evidence of positive student achievement in reading. However, there was a great deal of evidence of positive teacher perception which followed with a high level of FOI. It is important to note that the SWPIS program stems from a different behavioral study conducted by Flannery et al. (2014) that was mentioned previously. In Houchens et al. (2017) there was a significant reduction in behavioral problems that coincide with Flannery et al. (2014) results. The emphasis should be on the direct relationship between the overall teacher's responsiveness and the high level of fidelity. Positive teacher responsiveness leads to clear expectations for teachers and students, greater teacher empowerment, the establishment of a clear mission and purpose of the intended program (Houchens et al., 2017). A reading program starts and ends with the teacher, the higher the level of interest in a teacher the greater the FOI. Teachers having a positive perception toward a program are more likely to be committed to the program.

The commitment to a program increases the overall fidelity of the implementation process. Houchens et al. (2017) study suggest high levels of fidelity during the implementation process. The study recommended a minimum of 18-hours of teacher training during the length of the program. The study could separate structural variables (campus size, number of administrators) from contextual variables (the behavior of a student within that school setting). The separation of variables becomes important because it set a hierarchy of importance within the study. The goals become specific and targeted as mentioned earlier.

The categorization a study can be easier to manage and easier to decipher results. Yurdakul (2015) indicated that “A reading curriculum has two features; adoption and adaptability” (p. 126). Separating the curricula into two categories allows a researcher to examine the entire program by sections. Curricular adaptability refers to curricular adjustments made by specialist and teachers (Yurdakul, 2015). The core of the adjustment process is directly related to the level of teacher responsiveness. Teachers that are trained and supported to make the necessary adjustments will be more responsive during the implementation process. The adoption of a reading program refers to whether the curriculum is implemented as intended. An effective reading curriculum ensures teachers the chance to make the program their own. The adaptability of the program allows teachers to make a linear change to the program. Together the adaptability and adoption of a program brings a sense of ownership by to the teacher. However, the modifications must be checked by program leaders to ensure that the adjustments do not

jeopardize the intent of the program. Problems will arise during the process regardless of how well a teacher is trained. If all stakeholders work together the problems become easier to handle. According to Yurdakul (2015), “a problem that arises is that at times the design of a program and the planning of the teacher are not aligned” (p. 127). The misalignment can cause teachers to disengage from the plan and experience frustration. When program leaders are developing a reading curriculum, they should take into consideration the following factors: teacher characteristics, teacher involvement, motivation, content, context and resources. These factors will help teachers become familiar with the reading curriculum. Guckert, Mastropieri, and Scruggs (2014) claim that teachers who are unfamiliar or not sure of the program, are more likely to implement the practice incorrectly. Also, teachers are not trained to identify a misalignment in the implementation process. To make necessary adjustments, teachers need to be adequately trained throughout the school year. The opportunity for teachers to solidify the reading curriculum with their personal experience and knowledge is present when there is teacher responsiveness. A reading curriculum should have the adaptability element present that allows teachers to use the curriculum as a guide.

Teachers who are responsive should have the ability to adopt the curriculum, understand the curriculum, question the reading curriculum, and implemented with fidelity. In a study conducted by Guckert et al. (2014) the FOI was examined through the perception of teachers regarding the use of Evidence-Based Practice (EBP). One-third of the teachers were fully aware of EBP and understood how to implement the EBP's. The

teachers that were not fully aware (approximately 63%) had a difficult time personalizing the curriculum. Moreover, the unaware population was less responsive during the implementation process of the program. Guckert et al. (2014) suggested that more research is needed on how teachers are prepared to implement a program. The more effective the program, the higher the FOI. Teacher responsiveness can have an impact on the effectiveness of a reading program. Positive teacher responsiveness allows a teacher to take ownership of the curriculum. Teachers are likely to tailor instruction to meet the needs of each student thus, individualizing instruction.

Program Differentiation

Schools are focused on reading proficiency for all students. Teachers are faced with pressure to perform in an era of high stakes testing and educators must rely on their instructional experience to make the necessary adjustments to increase reading achievement on standardized tests (Green, 2017). These changes to the curriculum are important because every student learns differently. Therefore, instructional differentiation becomes an essential element of a reading program.

As mentioned earlier there is no such thing as a one-size fits all curriculum. Christina and Vinogradova (2017) suggest focusing on embedding literacy programs in a classroom environment that differs from regular day instruction. The purpose for this difference is due to the assumption that if students are not learning with “curriculum A” (per se) how are they expected to learn from that same curriculum later in the day. A need

for a different type of curriculum is required to work with students who did not understand “curriculum A.” An effective reading program provides an intervention that is inclusive, participatory to meet the needs of every student and ensures adequate training for intervention teachers (Christina & Vinogradova, 2017). Three factors are considered in this study: meeting the needs of all learners, adequate training for teacher and program inclusiveness. The examination of these factors through a different lens can make the curriculum differentiation process easier to accomplish because each of the three factors can be measured separately. This study becomes relevant to my investigation because it focuses on two FOI elements (dosage, and program differentiation). Results indicated that all three aspects of FOI are important to consider during the start of a program. Program differentiation is not typically used in intervention programs (Guo et al., 2016). Perhaps differentiation is not used because it requires extensive teacher training and my investigation continues to point out the lack of teacher training which can lead to a lower level of FOI.

Program differentiation becomes vital to a reading program because the purpose of the program is to increase reading achievement in students. Students participating in reading intervention programs are struggling with the curriculum they see during tier one intervention (classroom). Therefore, the intervention curriculum must be differentiated and altered to meet the needs of individualized students. In their study Guo et al. (2016) achieved results that revealed the importance of program differentiation and student success in a reading intervention program. The aim was to use print-referencing as their

differentiating tool during an intervention reading program. The difference in the curriculum is the differentiating aspect of the curriculum. The print-referencing approach allows an intervention student to see the curriculum in a modified manner.

When an educator differentiates a lesson, unit or curriculum, the modifications cannot be a random process. Data and awareness of the learning model are needed to support the changes. Quinn and Kim (2017) have integrated two intervention models (Structured adaptive model and fidelity focused approach) into the scaffold sequence model to examine program differentiation. The scaffold sequencing model teacher internalizes the theories behind the model, become proficient with the implementation process, and move on to the adaptive phase of the model (Quinn & Kim, 2017). When teachers reach the adaptive stage, they can make changes to the curriculum without having to worry about altering the intent of the intervention. Effectively modifying the curriculum prevents problems from occurring at the teacher level. Again, the study categorizes the process and provides ample checkpoints during each step. The step-by-step approach allows teachers to make necessary changes to the curriculum. As mentioned earlier Guckert et al. (2014) stated that “teachers need to be aware of the changes they make and ensure they are not threatening the intent of the intervention program” (p. 71). A random change by a teacher can compromise the end result of a program. The scaffold sequence model mitigates the level of distortion of an intervention reading program because this model provides effective means to make changes without altering the intent of the program. Fogarty et al. (2014) suggest that program

differentiation potentially can be a valuable dimension to measure because teachers have a difficult time distinguishing between the intervention program and the local program (what happens in the classroom). A lack of research on program differentiation exist, perhaps there is a link between the existing dearth of literature and the difficulty teacher experience during the implementation of a reading program. Careful attention is needed when implementing all five components of FOI (adherence, dosage, quality of instruction, teacher responsiveness and program differentiation) to a reading program.

Reading Programs

The no child left behind, the race to the top and common core have all been designed to eliminate the reading gap that exists in America. However, schools throughout the nation continue to struggle with reading difficulties in the classroom. Money is allotted to school districts each year to develop reading programs structured to reduce the reading gap in reading development. The following reading programs have used FOI as a means of investigation, they are not associated with the current investigation.

Close Reading After School Program

A good starting point to the reading problem might be to consider the elements of FOI and teacher training during the implementation process. The procedures of programs are an important consideration if school want to increase reading achievement (Fisher & Frey, 2014). Literature echoes a need for teacher training that is specific to meet the

demands of a struggling school. Examining a program during each step of the way becomes an easier method to manage a reading program.

A possible solution to the reading dilemma is to focus on after-school programs. Schools try to incorporate extra reading time during the school day, but the most efficient programs are done after school (Fisher & Frey, 2014). One can argue the pros and cons of an after-school program but the fact that an after-school program does not interrupt what is taking place in the classroom during school hours should be considered. A wide range of reading curricula are used during the reading intervention process. Fisher and Frey (2014) examine an after-school close reading program. The program's intent is to improve reading scores in the state's criterion-referenced test for ELA by implementing a strong close reading component. According to Fisher and Frey (2014) close reading is defined as the investigation of short pieces of text throughout several reading sessions and instructional lessons (p. 368). The lessons emphasize text-based questions and discussions via structured, guided instructions. Also, students are taught to recognize various aspects of the text through vocabulary development, tone, imagery, word choice, syntax and the discovery of different levels of meaning in a text (Fisher & Frey, 2014). The results of their study indicated significant gains in reading from the students that participated in the program. The gains were made in the end of the year criterion test in reading. The effectiveness of the program was related to students having to read books that they are not accustomed to reading within their circle, collaboration among students, and access to complex texts with adequate support (Fisher & Frey, 2014). Reading

outside of their circle means reading books that were not assigned to them by the school's curriculum but rather books students selected that had meaning their lives. The key in Fisher and Frey (2014) investigation was the adequate support students were receiving during the intervention. The authors mention that teachers were knowledgeable and competent to teach this type of close reading program. Teachers that are competent and trained will provide an engaging and motivating reading environment (Quinn & Kim, 2017). When the level of competency in teachers is high, the process (quality of instruction, program differentiation, and teacher responsiveness) of a reading program is easier to accomplish. In the Fisher and Frey (2014) study investigative limitations were not mentioned. Fisher and Frey (2014) did include one difference in their results, attendance. In an after-school reading program, attendance is a problem. In many cases, after-school programs are optional and require a parent signature. To accomplish the intent of the program, attendance needs attention. Attendance can affect the structure of a reading program (dosage, and adherence). Teachers have a difficult time ensuring that every student is on pace to successfully finish the program. Student absenteeism creates pressure on teachers and students because these students fall behind.

Toe-By-Toe

The need to extend the awareness of reading programs is paramount. A factor affecting reading programs is the lack of research that exist in evidence-based reading programs. In a reading intervention program investigation conducted by Jeffes (2015) "A

deficiency of an evidence-based reading intervention program for secondary school students exist” (p.74). An existing demand is evident to provide more research results to experiential reading programs. Toe-By-Toe is a reading program focuses on developing reading skills through the implementation of phonemes and phonologically based decoding and word recognition. The program is based on one-to-one reading intervention. This strategy can lead to exhaustion and stress for the teacher. Limitation from the investigation included a lack of resources, time, and money (Jeffes, 2015). Also, the mentioned factors can hinder desired results over time. The limitations mentioned above are consistent with many reading programs. Schools must find solutions to deal with the lack of resources that exist on their campus. Jeffes findings suggest significant improvements in word recognition and phonic decoding. As mentioned, Toe-By-Toe is structured to increase phonological awareness. Jeffes implies that training teachers in phonic decoding and word recognition will lead to reading achievement in secondary students. Despite the cost and lack of resources, Toe-By-Toe is an effective reading intervention program. Although Jeffes indicates reading improvements in phonological awareness, Cook, Rodes, and Lipsitz (2017) strongly recommend incorporating all components of evidence-based reading instructions to succeed in phonological awareness. The evidence-based reading instruction suggested here is phonemics and phonological awareness. Teachers need to be highly trained in phonemics and phonological evidence. The current research suggests a lack of phonemics and phonological awareness in the reading recovery teacher training. Without proper training

it can become difficult for any teacher to be effective during a reading program. Cook et al. (2017) discuss the urgency of teacher training and support in the areas of phonemic and phonological awareness. The studies suggested that teachers need to be aware of the different components of a reading program. A student can struggle with skill in reading for many reasons. However, if short term repetitive instruction is delivered by trained teacher, reading scored can improve.

Reading Recovery

Not all programs are fit to mitigate a general reading difficulty in classrooms. Finding suggests that reading recovery (reading intervention program) is not recommended for phonemic and phonological awareness (Cook et al., 2017). Reading recovery is a meaning-based program that focuses on reading comprehension. Literature is suggesting that a reading program should encompass the five major areas of reading (comprehension, phonics, phonemic awareness, reading fluency and vocabulary). Hock et al. (2017), highlight the difficulties students are having with the five major areas of reading. Similarly, this information becomes critical to my investigation because the literature is experiential. Evidence indicates that the reading dilemma in America is being combatted with reading intervention and reading programs (Hock et al., 2017). Many schools are using after-school reading intervention programs to provide highly structured reading practice. Reading programs and interventions are helping leaders understand what works, and under what circumstances they work (Hock et al., 2017). The problem

becomes time, there is little time to work with struggling students. Having student attend a reading program after-school can increase the time a child is exposed to reading instruction. This information is vital for future reading programs that are geared to help struggling readers.

Fusion Reading

Fusion Reading (FR) is a reading program that can be used with all students. FR packages instruction and is adjusted to reach every student. Hock et al. (2017), examined the reading program FR. FR is designed to reduce the reading gap in middle school students. FR becomes effective when the right conditions are set during the reading program (Hock et al., 2017). Proper scheduling, sustained teacher training, and coaching are conditions that must be examined for a reading program to be effective. In FR, a coach is provided on site for the teacher to use as the teacher delivers instruction. Teacher training is taking place simultaneously with the reading program. FR is widely used throughout middle school grades.

Zipoli (2017) investigates the reasons why middle school students struggle with reading and comprehending complex reading sentences. If students struggle to read and comprehend, they will struggle to write complex sentences. At the middle school levels students are expected to read to learn and are increasingly immersed in reading the language. The focus at this level is reading comprehension. Zipoli (2017) stated that, “7th and 8th graders are being exposed to longer and more advanced syntactic elements found

in decontextualized academic language and written text” (p. 226). The problem arises when the expectations are not met because students are reading below grade level.

Complex sentence structure within a text can compound the existing problem. Students in middle school fall behind in reading every day. However, they are expected to keep up with the rigorous reading curriculum. Leaders are not considering the reading level of a student and socially promoting learners to the next phase of a reading curriculum.

Achieve 3000

Achieve 3000 is an evidence-based approach to reading for struggling students. Achieve 3000 is being utilized by Gamma School and several other schools in the RSTSD. The focus is to learn how to read and comprehend what students read. Achieve 3000 works closely with local universities to disseminate best practices of teaching. Teachers are selected based on experience and knowledge of the program. Teachers are expected to participate in ongoing training to provide evidence-based intervention in reading. The reading program stresses meta-cognitive strategies and differentiation of instruction for students. The existing literature on achieve 3000 is limited and has been reviewed scarcely in education. The program is structured to promote vocabulary development, reading fluency, and reading comprehension. Three of the five major areas of reading that students struggle with daily (Hock et al. 2017). Students are diagnosed through a series of test to determine their areas of need in reading. The purpose of the diagnostic test is to determine the Lexile level of the learner. Once the student is

diagnosed the curriculum is adjusted to fit the student's learning needs, and ongoing monitoring of the student's progress is recorded (M. Gosian, personal communication, May 24, 2018). The program has the components to facilitate reading instructions at the middle school level. Teachers are trained and paired with one or two paraprofessionals/teacher assistants to work with struggling students. I examined teacher's FOI to achieve 3000 at Gamma School. The teacher will be the central piece of the investigation, and the theory of Andragogy was used to guide this project study.

Implications

Districts throughout the country are funding reading programs to improve their low performing results on summative assessments. The potential implications for a positive social change this study is threefold: in the field of education, to the classrooms, and teachers. This study will add to the limited research data on reading implementation programs available to educators and researchers. This project study can be a steppingstone to more extensive and targeted research on the FOI of reading programs. The positive social change includes useful knowledge leaders can use to implement academic programs throughout the district. In the classroom, the study helps educators obtain a deeper understanding of the overall process of a reading program. A reading program that has all the moving parts synchronized will lead to a greater impact on student achievement in reading. Also, students will benefit from a reading program that has been experientially based. This study has the potential to impact a classroom and at greater scale schools and districts. The impact this study has on teachers can lead to a

positive social change. Teachers can reflect on their craft and determine the level of fidelity they have as classroom providers. Teachers can become social advocates for change to the way programs are implemented and the role they play in the implementation process. Teachers will be conscious of the important role they play in the implementation process of a reading program.

Summary

Evidence suggests that FOI is an important element in the success of a reading program. All five components of FOI (adherence, dosage, quality of instruction, differentiation, and teacher responsiveness) are necessary to incorporate and monitor during a reading program. The use of literature was used to carefully review the five constructs of FOI. The findings suggest that FOI can have a positive impact on student achievement. The literature review on Andragogy indicates that this study can be conceptually supported by Knowles' theory on adult learning. Many reading programs are structured to meet the needs of struggling students, and schools have the freedom to choose the right program to meet their needs. This investigation focuses on the FOI of reading programs at Gamma School. The review of the literature suggests that many programs are unaligned to meet the needs of a school, schools randomly select reading programs and reading programs utilize one, two or three elements of implementation fidelity. These findings can have an impact on the intended outcome of a reading program and warrant further investigation. However, this study will focus on FOI of all five constructs to the reading program at Gamma School.

Section 2: The Methodology

Research Design and Approach

Despite the millions of dollars invested in reading programs, many middle schools throughout the United States are having difficulty implementing reading programs with fidelity. A detailed investigation is in place to understand the effects of FOI of a reading program. The local setting was an inner-city school of a local school district (Grades 6, 7 & 8). The student population is approximately 450, with 12 English teachers and special education teachers that work with students in reading. My investigation is critical to education because I sought to understand the phenomenon of FOI and the influence it has on reading scores. Furthermore, the investigative outcomes have identified training opportunities in teaching the subject of reading and the role teachers play in implementing a successful reading program.

The research method that I used in this study was a qualitative instrumental case study. Using an instrumental case study allowed me to gain insight into the broader issue of reading in the United States. According to Lodico, Spaulding, and Voegtle (2010), “An instrumental case study is in-depth, but it studies the specifics of the participants or settings to gain insight on the broader issue” (p. 163). The widespread problem is concerning: Students are not reaching proficiency as they make their way into high school. Selecting teachers that are involved or have been involved in the reading program

as participants in the investigation provided specific information to answer the research questions. Teachers provided in-depth details of the reading program and their role in the reading program. Moreover, the investigation examined the role that teachers play in the FOI of a reading program. Knowles theory of andragogy provides the framework for the role teachers play in the FOI. The FOI process is separated into two sections: the structure of the reading curriculum and the implementation process of the reading curriculum. My research questions are derived based on the structure and process during the implementation phase. Also, the structure and process guided my interviews and qualitative study. Lodico et al. (2010) indicate that qualitative research uses primary narrative or verbal methods such as interviews to collect and summarize data. Semistructured interviews were the primary source of data in my investigation.

The selection of an instrumental case study relates to another type of qualitative investigation, a phenomenology. A phenomenology requires the researcher to delve into the role of the participants, to experience exactly what the participant experiences day to day in the classroom (Meriam & Tisdell, 2016). Although the investigation requires knowledge of teacher experience, the researcher does not need to experience everything that the participants (teachers) go through daily. For this reason, the use of phenomenology was rejected.

As mentioned previously, to gain a deep understanding of the role teachers play at GS, I used a semistructured interview as the primary instrument. An interview provides

the researcher with an opportunity to have a conversation with the participants regarding the issue(s) being investigated. The interview becomes an informal conversation where the participants are free to express their thoughts, feelings, and concerns about the reading program being explored (Lodico et al., 2010). This freedom can bring about comfort and authenticity to the investigation. The semistructured interview allows the researcher to find meaning in the investigation. The interview of teachers provides most of the data collection. To ensure internal validity the data was confirmed using primarily archival data and reading program documents (time logs, agendas, reports, etc.). The use of additional data provided the research the opportunity to triangulate the data collected. Triangulation allows a research to compare different sources of data (Lodico et al., 2010). A goal of the investigation was to identify themes from the data collected. QSR NVivo software is used to decipher the data collected. The primary focus of QSR NVivo is to organize and categorize the data into themes and codes. Therefore, this research had four different sources of data to examine in the investigation: teacher responses to an interview, state data, district data, and reading program data obtained from GS.

Description

Meriam and Tisdell (2016) referred to a case study “as an in-depth description and analysis of a bounded system” (p. 37). In this study, the bounded system was GS. A qualitative case study was appropriate for my study because I examined a group of teachers (case) and the FOI process of a reading curriculum. My purpose in this study

was to examine (a) the structure and process of the reading program, (b) how teachers implement the reading program, and (c) teachers' perception of the reading curriculum at GS. To recruit participants, I implemented purposeful sampling.

Participants

The participants in this study were middle school teachers who have been involved in the implementation process of a reading program. Teachers participating in this research were familiar with a reading program structured to facilitate the needs of struggling readers and had experience in the reading intervention curriculum. I invited 12 teachers to participate and I managed to recruit six teachers. The six teachers became a limitation to my investigation because the research has limited data, making it difficult to generalize my results

Criteria for Selection

To select teachers, purposeful sampling was utilized. Purposeful sampling is a popular choice for a qualitative investigation (Creswell, 2012). Purposeful sampling allows a researcher to understand and gain insight into a phenomenon taking place in a setting. Therefore, the sample must be carefully selected to provide rich and meaningful data (Meriam & Tisdell, 2016). My purpose in this investigation was to gain meaningful insight on FOI; therefore, meaningful data must come from experts (teachers) in the area of reading programs. The use of purposeful sampling allowed me to deliberately choose the participants with experience in the implementation of a reading program. The criteria

for the selection process was to communicate with the principal of GS. The goal was for the principal to direct me to the assistant principal overseeing the English Department. In addition, I asked the principal to introduce me to the reading program coordinator at the school site. Taking these steps allowed me to purposefully select the teachers for this investigation.

Again, in this study, I worked with middle school teachers, and I explicitly selected teachers with experience in teaching a reading program. The group of teachers chosen are from the same middle school and are teaching the reading program that was investigated. This approach makes the use of a purposeful sampling appropriate. My aim in the investigation was to select 12 reading recovery teachers. A conscious effort was made to ensure the number of participants did not fall below 12. According to Lodico et al. (2010), a “Homogeneous sample allows a researcher to work with a smaller population within a larger group of people” (p. 138). The key is to ensure that all participants share similar experiences or attributes of a reading program. A valid concern was that the sample size did not reach 12. A strategic plan was in place to gain access to the participants. Ethical considerations were considered and ensuring the safety of all parties in this investigation is paramount. To obtain access to the investigation, I followed standard procedures developed by Walden University.

In Step 1, I sent a letter to the school district requesting access to conduct a study at GS. The goal was for Walden University’s Institutional Review Board (IRB) to accept

the investigation and provide approval. Approval was granted by the University. In Step two, I gained access to speak with the principal (email, phone call and in person) and requested permission to conduct a study at the school. The letter provides pertinent information regarding the procedures and purpose of the investigation. The principal provided a written consent that allowed me to conduct a research study at Gamma School. Also, step two consisted of sending an email to the principal at GS and I have him lead me to the school office manager (Appendix B). The office manager provided me with teacher contact information. The list of email addresses and names of English teachers were provided by the office manager. I used this list to invite teachers to take part in my investigation via email. The goal was to identify 12 teachers. The email provided teachers with a summary of the investigation and procedures during the investigation (Appendix C). To ensure the safeguard of all participants, I provided participants a letter of informed consent. Reading program teachers were sent another email. The email asked them to submit the letter of informed consent via email. I was on campus after approval and I picked up three informed consents from three participants. Obtaining informed consent and addressing possible concerns raised by participants were dealt with during the scheduled one on one interviews.

Participant/Researcher Working Relationship

I am a high school teacher working in another school district. The school district I work for is adjacent to the school district where I conducted my research. However, I do

not have any type of working or mutual relationship with the participants. We are five miles apart, and I do not have any impact on the academic achievement at GS. I was able to establish a respectful and safe environment for the participants.

Ethical Considerations

The most crucial element in this study is the safety of all participants. I followed the strict guidelines that have been put in place by Walden University's Center for Research Quality. I did everything in my power to protect the names of all participants and I ensure every piece of information was confidential. The protection of human subjects during the research was my priority. By providing participants, a professional environment, informed consent document, and adhering to IRB recommendation made this study ethical.

To establish an ethical research investigation, I referred to The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research that developed the Belmont Report (Department of Health & Human Services, 1979). The Belmont Report was established to denote ethical guidelines during an investigation that utilizes human subjects. Also, the Belmont Report sets strict adherence to ethical principles during a research investigation involving human subjects (Department of Health & Human Services, 2017). In the Belmont Report there are three ethical principles that a researcher needs to consider when working with human subjects;

1. The respect for the person(s), this means that participants names should not be

disclosed for any reason. Also, individuals participating must be protected from any wrongdoing 2. Beneficence, indicating the protection of participant from any decisions they make and ensure their well-being is secured. Moreover, allowing participants to discuss their perspective during the interview process. 3. Justice, meaning fairness in the distribution of benefits and the guarantee to the participant of any wrongdoing.

Establishing a professional environment allowed the participants to understand the goals of the study and the role they will play in this study. A professional environment creates meaning for the investigation because all parties know that there is a purpose behind the research. Each participant can expect to be informed about the details of this investigation.

Informed Consent

Informed consent provided the participants with the right to withdraw at any point in the study if they do not feel safe. Also, informed consent gives the participant an overview of every step taken during an investigation (Lodico et al., 2010). The participants were aware of what they were getting themselves into during the investigation. Prior to the investigation an informed consent document was shared with the participants.

Confidentiality

To be effective during this study I instilled confidence in the participants. The first step I took was to ensure confidentiality to all the participant. I informed them that

their names and school will never be disclosed to anyone. The school is referred to as Gamma School (GS). The use pseudonyms and not their actual name, establishes confidentiality in each participant. As my top priority, I had ethical consideration during the investigation. I established confidentiality, and I was professional at all time. Also, I was aware of my surroundings, allowing me to build a protective environment free harm. I solidified the protection of the participants, the school and most importantly all stakeholders within the secure environment.

Protection From Harm

Throughout the research investigation a researcher must be aware of any type of problem that might arise. Protecting participants from harm was paramount to this investigation. Establishing a transparent process that includes informed consent, confidentiality and professionalism reduced the chances of a participant being negatively affected. To ensure that the participants were protected I continuously reflected and used a journal to write any problems I experienced. The use of a journal allowed me to immediately address any concerns that had the potential to jeopardize the investigation and the safety of the participants.

Data Collection

For the sake of this project study, I used a semistructured interview protocol (Appendix D) to gather important data on FOI at Gamma School. To set the parameters of the semistructured interview, an interview protocol was established. The goal of the

interview protocol was to lay out the purpose of the interview, and the role the interviewee would play through the study. Also, the protocol reminded the interviewee why this research was being conducted. To validate parts of the interview district reading data found in the Department of Education database was used as a reference point, and to confirm what was said in the interviews. Also, the use of reading scores provided me with important information regarding the overall reading achievement of GS. Furthermore, the examination of summative state literacy tests scores allowed me to compare what was expected from students and the alignment of the reading curriculum. My intentions were not to quantitatively analyze district reading scores but rather, to get a better understanding of the overall reading achievement for the past three years at Gamma School. The interview questions stem from the three research questions. The interview questions provided me with ideal data for this project study. The questions are aligned to the conceptual framework of Andragogy (Knowles, Holton, & Swanson, 1973). Table 3 refers to the components of Andragogy.

Interview Questions Aligned to the Theory of Andragogy

Interview questions	Research question
1. Who is involved in the development of the reading program and what role did you play?	RQ1 (involvement)
2. To what extent did you follow the programs expectations?	RQ1 (adherence)
3. What is the transferability of the reading program to the reading expectation in the classroom?	RQ1 (relevancy) and RQ2 (transferability)
4. Did you receive training that prepared you to be an effective reading intervention teacher? If you did, how many times did you receive preparation throughout the program?	RQ1 (dosage)
5. What was the duration of each training session you received?	RQ1 (dosage)
6. How does the reading curriculum differ from the school's English curriculum?	RQ2 (differentiation)
7. To what extent is the reading curriculum adaptable?	RQ2 (differentiation)
8. Was there a pacing plan that required adherence, causing the reading program to be highly rigid?	RQ2 (differentiation)
9. What are some evidence-based instructional strategies you utilize during the reading intervention program?	RQ2 (quality of instruction)
10. Describe the instructional decision making that takes place throughout the reading program?	RQ2 (quality of instruction)
11. How did your prior knowledge in reading intervention foster your ability to deliver the reading curriculum?	RQ2 (prior knowledge)
12. What was your role in the development of the solution to the reading gap at GMS?	RQ2 (problem centered) RQ2 (problem centered)

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|---|------------------------------|
| 13. Would you consider the program to be problem centered? | |
| 14. How often do you get a chance to reflect on your overall progress in the program? | RQ3 (teacher responsiveness) |
| 15. What is your overall perception of the reading program at GMS? | RQ3 (teacher responsiveness) |
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The semi structured interview consisted of 15 questions; each interview lasted one hour. I conduct one interview for each of the six participants. I analyzed and coded each interview with the expectations of discovering emerging themes. Using pseudonyms to refer to my participants, I informed the participants of a second meeting to discuss the major themes derived from each interview. The purpose of this meeting was to receive feedback from the participants regarding their responses they gave me that resulted in a major theme. The second meeting was in person. The results of the second meeting were recorded and documented.

Role of the Researcher and Potential Bias

As mentioned previously I am not part of the same school district as the participants, and we are approximately 5 miles apart. I do not wish to obtain any personal benefits from this investigation. I work in a high school setting, and the participants come from a middle school setting. To avoid any bias, I kept a separate notebook to take notes, documented questions, and concerns that came up along the way. I will share my notes with my committee chair, and I will seek advice (as needed) from my committee chair.

Data Analysis

Data Management

The data collected from this investigation will be kept away in a protected file for five years. The protected file is on my computer, and It will be accessed through a password. My notebook is stored away in a cabinet with a lock; I will be the only one to have access to this cabinet.

Data analysis is a process of systematically organizing interview transcripts, notes, and other data you gather to come up with findings (Bogdan & Knopp-Biklen, 2007). During a study, a significant amount of data must be analyzed. The data collected is separated into themes and categories. In this study, the goal was to identify emerging topics through the analysis of multiple sources of data. The sources were limited to public school records, district information made available via a website, personal interviews with participants at the middle school site, and literature review. The goal was to examine the data collected and to identify major themes. As the data became available, the data was deciphered. According to Lodico et al. (2010), “data should be analyzed immediately; this strategy prevents the researcher from becoming overwhelmed with voluminous data at the end of the study” (p. 188). Two important events took place; the collection of data via interviews, and transcription of the interviews verbatim. Quickly transcribing and reflecting on the data collection allowed me to create codes, categories, and themes. The codes identified during the interview process helped me develop

categories and organization for the data collection. Establishing themes and categories early in the data collection anchored the rest of the project study. QSR Nvivo software was used to decipher the data collected into themes and categories. QSR Nvivo made my data analysis a much easier task because the software organized all my data and assisted in identifying themes.

Evidence of Quality

A few factors must be in place to achieve quality in a project study: the validity of the data, a generalization of the data using external validity, and ensuring the reliability of the data. This project study provides internal validity by adhering to the conceptual framework and focusing on the structure and process of fidelity of intervention. Establishing internal validity allows the outcome of the study to be generalized to other reading programs at the middle school level; moreover, makes a reading program applicable to meet the needs of struggling readers at other school sites. Internal validity establishes an element of reality, raising the question of how congruent the findings are to real life situations (Meriam & Tisdell, 2016). Internal validity ensures that results match the reality of the bounded system. Triangulation assisted in establishing internal validity. According to Meriam and Tisdell (2016), “the use of triangulation fosters internal validity by allowing the researcher to use multiple sets of data” (p. 285). I used triangulation in my research by carefully analyzing my data from the interview process and compared it to archival data. I examined the participant’s response to the interview

questions and determined the alignment of their response to the data that was available online. Triangulations allowed me to cross reference my data. The research findings were credible and applicable to a reading program. The applicability of researcher findings to another reading program is considered external validity (Meriam & Tisdell, 2016). The information gathered during a research investigation must have meaning to the outcome of the investigation. External validity was ensured in this study through the manipulation of variant factors. Variants factors considered in the investigation are sample size of the population, different levels of knowledge among participants, and sampling techniques. Ensuring that the sample size is limited to a specific number and not allow the sample size to be too large establishes external validity. Also, if I assumed that the participants all have an equivalent amount of knowledge the assumption would increase the ability to generalize my findings. A final approach to ensure quality and credibility of my work was to apply member check during the analysis of my investigation. Member check reduces research bias by providing the participants with a copy of the transcribed interview conducted by the researcher (Lodico et al., 2010). Member check offers a balanced view and minimizes any potential influence by either the participants or researcher.

Discrepant Cases

All data was carefully analyzed, and I identified possible discrepancies. If a researcher is not organized, data discrepancies can happen in the investigation. I did my

best to ensure my data is preponderant in the realm of FOI. Also, I gathered data, and I looked for alternative possibilities to interpret data. Looking for an alternative method to explain data increases the level of credibility because it helps the research rule out any discrepancies in the data (Meriam & Tisdell, 2016). The goal was to solidify that the approach I took would be the best possible manner to gather, analyze and interpret data. Avoiding discrepancies provided the case study with credibility and a direction towards future investigations on the FOI.

I followed protocol because data collection took place in three steps. The first step was to gain access to the school I wanted to conduct my investigation. Obtaining permission from the principal was the top priority of the investigation. To get the principal's attention an email was sent to the principal. In the email emphasis was on the purpose of the investigation and permission to send email to teachers at the school. The recruitment process was discrete, and confidentiality was applied to every part of the investigation. Once permission was granted, emails were sent to potential teachers. Teachers were very responsive to the email I sent. In the email teachers were given a summary of the investigation and their role in the investigation. Teachers responded within 48-hours and interviews took place the following week. Before the interview process could begin a letter of cooperation was drafted and signed by the principal.

Data was generated via semi-structured interviews. The interviews took place at GS. Six teachers were interviewed using 15 questions. The purpose of the 15 questions

interview protocol was to answer 3 research questions. Questions were categorized into one of the three research questions see table 3. Questions 1-5 answered research question 1. Questions 6-13 answered research question 2, and questions 14 and 15 answered research question 3. During the interview process notes were taken, and all six interviews were recorded with the consent of every teacher. The interviews were transcribed verbatim and grouped by question. All responses to question 1 were put together, all responses to question 2 were put together, this process was repeated for every question. Once responses for each question were put together, the coding process was initiated. Question 1 was followed by six responses (one for each participant). Each response was carefully analyzed, and key words and phrases were highlighted for each response. The goal was to find major themes within each question. Grouping of questions 1-5 took place to determine major themes and to answer research question 1. The same process was repeated for the next group (questions 6 through 13) except that the goal was to answer research question 2. Lastly group 3 (14 and 15) was coded to answer research question 3. In addition to transcribing verbatim, Nvivo was utilized to confirm themes generated by the investigation.

Data Analysis Results

The reading gap in America is pervasive and is not going away anytime soon. GS is a school located in the western part of America that is facing a reading crisis. Low performing scores throughout the school is causing concern for all stakeholder at GS. The purpose of this study was to examine the level of FOI of the school's reading program.

Data collection took place in three steps. The first step was to gain access to the school. Obtaining permission from the principal was the top priority of the investigation. An email was sent to the principal. In the email, the emphasis was introducing the purpose of the investigation and request permission to send emails to teachers at the school. The recruitment process was discrete, and confidentiality was applied to every part of the investigation. Once permission was granted, emails were sent to potential teacher participants. Teachers were very responsive to the email; therefore, all 6 responded to the email. In the email teachers were given a summary of the investigation, and details were highlighted regarding the teacher's role in the investigation. Teachers responded within 48-hours, and interviews took place the following week. Before the interview process could begin a letter of cooperation was drafted and signed by the principal. Table 4 groups research questions, themes and codes together. Also, Table 4 links themes and codes to each of the three research questions.

Table 4

Themes and Codes Associated to Research Questions

Research question	Themes	Codes
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<p>RQ1: (SQ 1-5)</p> <p>How and in what ways are teachers implementing the reading intervention curriculum at Gamma School?</p>	<p>Theme 1: Problems with program expectations (adherence)</p>	<p>Code 1: Lack of program direction, unclear teacher expectations, lack of adherence documentation</p>
<p>RQ1: (SQ 1-5)</p> <p>How and in what ways are teachers implementing the reading intervention curriculum at GS?</p>	<p>Theme 2: Insufficient amount of dosage (teacher dosage)</p>	<p>Code 2: Lack of teacher support (2-hour training), and unaligned Professional development,</p>
<p>RQ2: (SQ 6-13)</p> <p>What constitutes the process of the reading intervention curriculum at GS?</p>	<p>Theme 3: Different approaches to differentiation Aligning differentiation to expectations combining these two themes.</p>	<p>Code 3: The reading program differentiates instruction</p> <p>Code 4: Teachers using various methods of differentiation</p> <p>Code 5: The need for more teacher training on differentiating instruction</p>
<p>RQ2: (SQ 6-13)</p> <p>What constitutes the process of the reading intervention curriculum at GS?</p>	<p>Theme 4: Issues with the pacing plan</p>	<p>Code 6: Struggles implementing a pacing plan</p> <p>Code 7: Support in adjusting to pacing plan</p>
<p>RQ2: (SQ 6-13)</p> <p>What constitutes the process of the reading intervention curriculum at GS?</p>	<p>Theme 5: Identifying the quality of instruction in the reading program</p>	<p>Code 8: Different perception to quality of instruction</p> <p>Code 9: disconnect between reading</p>

RQ3: (SQ 14-15) What are the teacher's perceptions of the reading curriculum at GS?	Theme 6: Willingness to a make a difference	expectation and quality of instruction Code 10: Want to learn more about the reading programs and find ways to improve instruction
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Data was generated via semi-structured interviews. The interviews took place at GS. Six teachers were interviewed using the interview protocol (Appendix E). The purpose of the interview was to answer three research questions. Research Question 1. How and in what ways are teachers implementing the reading intervention curriculum at GS? Research Question 2. What constitutes the process of the reading intervention curriculum at GS? Research Question 3. What are the teacher's perceptions of the reading curriculum at GS? Questions from the interview protocol were categorized into one of the three research questions see table 3. Questions 1-5 are linked to research question 1. Questions 6-13 answered research question two, and questions 14-15 answered research question three. Table 5 identifies each sub-question and organizes the questions into the corresponding research question.

Sub-Questions Categorized Into the Three Research Questions

Research question	Sub-question from interview protocol
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RQ 1: How and in what ways are teachers implementing the reading intervention curriculum at Gamma School?	Interview Question 1: Who is involved in the development of the reading program?
	Interview Question 2: What role did you play in the development of the reading program?
	Interview Question 3: What is the degree of transferability of the reading program to the reading expectations in the classroom?
	Interview Question 4: Did you receive training that prepared you to be an intervention teacher? If you did, how many times did you receive training throughout the program?
	Interview Question 5: What was the duration of each training session you received?
RQ 2: What constitutes the process of the reading intervention curriculum at GS?	Interview Question 6: How does the reading curriculum differ from the schools' English curriculum?
	Interview Question 7: To what extent is the reading curriculum adaptable?
	Interview Question 8: Was there a placing plan that required adherence, causing the reading program to be rigid in nature?
	Interview Question 9: What are some evidence-based instructional strategies you utilized during the reading intervention program?
	Interview Question 10: Are you familiar with the instructional decision-making process? Does this take place throughout the reading program?

Interview Question 11: How did your prior knowledge in reading intervention foster your ability to deliver the reading program?

Interview Question 12: What was your role in the development of the solutions to the reading gap at GS?

Interview Question 13: Do you consider the program to be problem centered?

RQ 3: What are the teacher's perceptions of the reading curriculum at GS?

Interview Question 14: How often do you reflect on your progress in the program to key stakeholders involved in the program?

Interview Question 15: What is your overall perception of the reading program at GS?

During the interview process notes were taken, and all interviews were audio-recorded with the consent of every teacher. The interviews were transcribed verbatim and grouped by question. All responses to question 1 were put together, all responses to question two were put together and this process was repeated for every question. Once responses for each question were put together, the coding process was initiated. The data collected was extensive; therefore, open coding was utilized during the data analysis. Question 1 was followed by six responses (one for each participant). Each response was carefully analyzed, and essential words and phrases were highlighted for each response. The goal was to find significant themes within each question. The grouping of questions 1-5 took

place to determine major themes and to answer research question 1. The same process was repeated for the next set of questions (questions 6-13) except the goal was to answer research question two. Lastly, question set three (14-15) was coded to answer research question three. In addition to transcribing verbatim, Nvivo was utilized to confirm themes generated by the investigation. The open coding process resulted in ten codes and six themes. The six themes and ten codes are organized in table 3. The themes mentioned are crucial to the investigation and provide a road map for next steps of this investigation. The findings are described according to themes and organized with respect to the question they answered. The findings are explained in the following section.

Research Question 1

Research question 1: Asked the following: How and in what ways are teachers implementing the reading intervention curriculum at GS? Research question 1 is projected to determine the structure of the reading program. In this investigation, the structure of the reading program consists of adherence to the reading program, and the dosage teachers receive throughout the reading program. To answer research question 1 six questions were asked from the interview protocol. The opportunity to investigate to what extent are teachers delivering the reading program as intended (adherence) and the amount of training, coaching and support (dosage) teacher are receiving. Also, with what frequency are teachers receiving the dose. Two themes emerged from RQ 1.

Theme 1: Problems with the Program's Expectations

Theme one identified the lack of awareness to the program's expectations. Each teacher had their own expectations within the classroom. Teachers are working diligently and helping children reach grade-level reading. A major finding was the lack of adherence to the reading program. Teacher 1 stated, "minimal adherence on my part, the expectations were not defined, and it was here it is, go for it." Teacher 4 iterated teacher 1 stating:

I followed the expectations about 70%, I adhered to the program to some degree. I believe if I was more comfortable with the reading program, I would have adhered to the reading program's expectations and would be more successful.

These findings indicated that teachers are not being held accountable to the reading program's expectations. The lack of accountability is directly related to the lack of adherence. Adherence to a reading program is justified with a checklist or a log that tracks implemented strategies. Logs and checklist provide teachers and administration the opportunity to hold each other accountable. Throughout the interviews, teachers failed to mention the use of a checklist, a log, or any evidence that justifies adherence to the reading program. Kim et al. (2017) suggest using a checklist to keep track of the core components used during the reading program. A checklist helps teacher adhere to the reading programs expectations. Also, a checklist can help teachers identify deviations from the program's expectations.

To achieve adherence, the school must consider classroom management support. A successful teacher must have ways to deal with classroom management issues positively. The lack of classroom management can deplete valuable instructional time (Phillips, Ingrole, Burris, & Tabula, 2017). Dealing with classroom management issues compounds the obstacles teachers must overcome during the implementation process. Time invested in dealing with behavioral issues can affect the program's outcome. Holding teachers and stakeholders accountable to meet program goals was essential in this investigation. Overall the reading program expectations were not defined clearly. Teachers were given a reading curriculum with an expectation to deliver a reading program. Adherence was not measured and a lack of evidence indicating a tool to measure adherence.

Theme 2: Insufficient Amount of Dosage (Teacher Dosage)

Theme two points to the lack of teacher training and support. The lack of training and support was evident throughout the investigation. Question number four of the interview protocol focuses on dosage received by teachers. The amount of training, coaching and support teachers received during the reading program represents dosage in the study. All six teachers responded to question number four with two-hour training at the beginning of the school year. Teacher 6 indicated that "the training was over a skype conference and lasted three hours." The implementation process is taking place, but there is a lack of documentation. Perhaps the lack of implementation is taking place because the reading program is computer-based, and a dashboard is available for teachers to monitor student progress. Teachers get caught up on student progress and forget about

their own progress. Blended learning is making its ways into classrooms around the country. For a computer-based blended program to be successful four key components must be in place: 1. relevant teacher training 2. technical support 3. program effectiveness related to student outcome 4. importance of understanding the program (Kim et al., 2016, p.445). Components 1, 3, and four are directly related to adherence and dosage. More importantly, the four components mentioned in Kim et al. study were not demonstrated in the investigation and played a significant role in FOI at GS. Teacher 3 responded to question 2 as follows:

I had classroom management issues that made it difficult to adhere to the program's expectation. Also, I had difficulties with technical support and teacher training. I remember a few incidents where a student took two days to finally log in, these were the issues I was facing. I was not effective at all.

Teacher 2 had issues with three of the four components mentioned by Kim et al. (2016). Effective teacher training incorporates the right amount of dosage and provides ways to monitor the implementation of the program. In this study, a small amount of evidence of teacher dose is present. According to Schechter et al. (2017) "a blended program should be more than just a computer program that a school uses to mitigate the reading program" (p. 454). At GS, the school is aware of the reading program, but several teachers indicate that more training and support is needed. A two-hour crash course is not enough for teachers to implement a reading program with high fidelity.

The school implements the reading program as their primary curriculum; therefore, most of the curriculum derives from their reading program. Data from this investigation reveals that monitoring and tracking the time a teacher is involved in the reading program is missing. Teacher 4 stated that "a lack of dosage at the school was evident." Teacher 4 goes on to say that "teachers did not receive adequate training to implement this reading program properly." Babinsky, Amendum, Knotek, Sanchez, and Malone (2018) consider "the support of teachers through high impact instructional strategies, the use of mentors/coaches, and focused teacher training" (p.119). The high-impact instructional strategies are geared towards the development of phonemic awareness, phonics knowledge, and segmenting. The three high-impact strategies require ongoing support for teachers. Mentoring is effective if it takes place routinely throughout the year (Babinsky et al., 2018, p.120). An effective program implementation requires a sustained mentoring program throughout the year; Moreover, the mentoring/coaching program needs to focus on student achievement. A program achieving student success is a program that meets the intended outcome.

According to the findings, teachers received a 2 hour dose of training. The training was via Skype, and the goal was to provide a foundation of the reading program. The reading program took place all year, but there was a lack of follow-up. The teachers finished the school year without any closure, or any form of evaluation from the reading program's representatives. The structure (adherence and dosage) of the reading program at GS has room for improvement.

Research Question 2

Research Question 2 asked the following: What constitutes the process of the reading intervention curriculum at GS? The goal of this research question was to examine the change made to the reading program with respect to what is already in place at GS. Also, to highlight the quality of instruction presented by the six participants at GS. Responses to RQ 2 identified four themes. The four themes included the extent of differentiation, pacing plan, unalignment of differentiation strategies to the reading expectations and the identification of quality of instruction in the reading program.

Theme 3: Different Approaches to Differentiation

Theme three highlighted teacher differentiation at GS. The process of implementation revealed some evidence of differentiation. For the most part, the reading program was making most of the changes to the curriculum. A few teachers took differentiation to another level. Teachers that took differentiation to another level had the opportunity to spend time with students and further differentiate instruction. According to Dijkstra, Walraven, Mooij and Kirschner (2016) "differentiation should be part of a reading program" (p.154). Differentiation allows teachers to spend valuable instructional time with struggling learners. Teacher take the time to explain the reading task in a way in which each learner can comprehend. Four teachers mentioned the differentiation process; however, each teacher had a unique perspective of differentiation. Teacher 1 referred to differentiation and stated that "she was afraid to differentiate." Her fears came from differentiating to the point that a change in the reading program might occur.

Dijkstra et al. (2016) argue that differentiating instruction in an intervention program is challenging to accomplish, because teachers are not fully trained to change or modify the curriculum to fit every learning style. A teacher with more experience and comfort with a reading program would be able to differentiate instruction with less difficulty. Teacher 4 illustrates this point, she claims that "her expertise allows her to differentiate." She goes on to say, she felt comfortable differentiating the curriculum, but was not sure if the change would alter the curriculum. Approximately 50% of the teachers revealed that the program differentiated instruction for each learner, and they did not have to differentiate instruction. A few teachers took differentiation to another level. They had the opportunity to spend time with students and further differentiate instruction. Teachers had time to conference with students so that, teachers can identify existing reading issues in the classroom.

Theme 4: Issues With the Pacing Plan

Theme 4 brings to light the lack of a pacing plan to deal with the rigidity of the reading program. Students take a pre-assessment reading test; following the test, students are placed at a reading level. Once placed, the reading program differentiates instruction to fit the learner's reading need. However, data indicates that adaptation to the reading program are difficult. The program is rigid; therefore, making differentiating a challenge for a teacher. A program that lacks a pacing guide may have a difficult time making adjustment throughout the process; as a result, leading to unfavorable instructional decisions. Often a lack of training can lead to bias and assumptions made by the program.

The program can assume that the intervention did not work and abundant the reading intervention program. Evidence points to the struggles teachers experienced to keep up with the intended program. Teacher 4 states that “I had no pacing guide, I had to use my own, in fact I used another school district’s reading curriculum and pacing guide.”

Teacher 5 indicates that she worked with another teacher to develop a pacing plan that they did not finish. Teacher 6 discusses her perspective on the issues she had with the pacing plan:

I had the opportunity to develop my own pacing guide. Creating the pacing plan was a challenge because I do not have experience developing a pacing plan. Without a pacing plan it was hard to make changes to the reading curriculum. I wanted to keep up with the other teachers. I guess I did not know how to make modifications, and I was afraid to change the curriculum because I could jeopardize the quality of the reading program.

The lack of a pacing plan and the rigidity of the program makes it problematic to meet program expectations. Most teachers used their expertise to deliver the reading program. Teacher 5 states that "she is currently working with a university to implement a pacing plan." A university is going to partner up with the school to help in a few parts of their reading program.

Theme 5: Identifying the Quality of Instruction in the Reading Program

Theme 5 revealed the different perceptions teachers had on quality of instruction. Another critical aspect of the implementation process is the quality of teaching. In the present study, quality of teaching consists of evidence-based instructional strategies and instructional decision making. Beecher, Abbott, Peterson and Greenwood (2017) claim that “the quality of teaching can be amplified if properly monitored through a checklist” (p.600). In their study, Beecher et al. refer to a checklist as the quality of literacy implementation checklist. This checklist measures the overall quality of a reading program. The checklist focuses on teacher behavior, student behavior, differentiation of instruction, and the opportunity to be evaluated by their peers (teachers, coaches, and administrators). The components as mentioned above, can be considered as parts of the quality of instruction. In the case of GS, a checklist would help them understand the meaning of quality of instruction. Here are some responses by teachers regarding quality of teaching. Teacher 1 stated “we use what we have in our teacher toolbox of strategies.” Teacher 2 refers to anchor charts to represent evidence-based instructional strategies that lead to quality of instruction. Teacher 3 discusses her perception of evidence-based instructional strategies:

I had an opportunity to teach a cool reading lesson where I used cross-curricular strategies to help my students. I had students read an article on ocean ecosystems and I merged a social studies lesson to the reading program. I actually had a chance to apply for this field trip scholarship to take my students to the Channel Islands, California. We did this entire lesson

using the reading the program and the kids got to learn about the ecosystems that exist in on the Channel Islands.

Teacher 5 had her unique perspective on evidence-based instructional strategies that lead to quality of instruction. She states that “there is a need for uniformity during teaching time, we (teachers) must all be using the same teaching strategies.” The term uniformity refers to the fact that a few strategies are being selected and every teacher will implement the same strategies. Teacher 5 indicates a working relationship with a local university next school year, to help the school implement instructional strategies that work for all learners. She further elaborates on the partnership with the university and says, "I get a chance to implement these strategies and see if they are compatible with the reading programs expectations." A follow-up question regarding instructional strategies that lack alignment with the programs reading expectations was asked. Teacher 5 explains in the following manner "we decide as a department to make changes to the strategy or to we get rid of it." Teachers all agree that they have autonomy in the reading program. If changes occur, teachers have the authority to make these changes. Teachers are using their prior knowledge to guide them during the implementation process. According to Knowles, Holton, & Swanson (1973) "successful programs allow a teacher to use their prior knowledge during the implementation process. The use of prior knowledge is a component of andragogy, and andragogy is important during the adult learner's participation in an event. In this case, the event is the reading program.

A question was asked from the interview protocol regarding Knowles theory of adults learning through a problem solving mechanism. All six teachers had conflicting responses to a question regarding the program being problem centered. Knowles, Holton, & Swanson (1973) predicted that a problem centered event could lead to an adult learner being successful in that event. One of 6 teachers indicated that the program was problem centered. She referred to the reading problem as the problem centered component. The other 5 had mixed ideas about the meaning of problem centered. Teacher 3 stated that "the reading program was more cyclical." From the researcher's understanding, cyclical was referred to one step, the next step and then every step repeats itself. Teacher 1 states "I don't think it was problem centered because students came in with different reading levels and we had to fix the problem." She continues with the following response "I would like to see a method to identify something as being problem-centered and then follow some sort of protocol/method to solve the problem, a model if you will."

Research Question 3

Research Question 3 asked the following question: What are the teacher's perceptions of the reading curriculum at GS? Questions 14 and 15 from the interview protocol were used to answer RQ 3. The intent of the of RQ 3 was to elicit responses that will link teacher responsiveness to a positive perception of the program. The goal was to get teachers to discuss their responsiveness to the program's expectations. Question 14 deals with teachers reflecting on their teaching practice during the delivery of their reading program. An assumption was made by the researcher, that is the more teachers

reflect the more responsive teachers would be to the reading program. Question 15 concentrates on teacher's overall perception of the reading program. One theme was derived from RQ 3.

Theme 6: Willingness to Make a Difference

Theme 6 focused on linking teacher's perception of the reading program to teacher responsiveness. A teacher's perception was favorable if the level of responsiveness was high. Question 15 from the interview protocol allowed teachers to share their overall perception of the reading program. More training, and room for improvement was the overall perception of the teachers at GS. Two of the six teachers suggested more training. Teacher 2 enjoyed the way the program differentiates instruction for each reader. However, she mentions that "if we are to see positive results in reading, more training is needed throughout the year." More training resonates throughout the teacher participants at GS. Teacher 6 is adamant about further teacher training and support. Teacher 1 states, "it was ok, could have been better." Following up with teacher 1 was necessary because more details were needed regarding question 15. The follow-up question was regarding how the program can improve. She mentioned more training and sustained support throughout the year. Also, she explains that "a set curriculum that compliments the reading program at GS." Teacher 4 states that "improvement is needed and teachers must stick to a pacing plan that would be developed by the teachers. Question 8 of the interview protocol focuses on the adaptability of the program. Three out of six teachers mentioned the need to stick to a pacing plan and have

adequate support to make a significant adjustment to the pacing plan. Meaningful changes in this context refer to more teacher training.

Teachers want to do better; in fact, every teacher participant reflects upon their craft (especially during the reading program). Findings indicated that the reading program needs to provide training and time for teachers to reflect on their work. Teacher participants were taking the time to reflect on their teaching practices because their credentialing program requires them to reflect (teacher 2, and 4). One teacher indicated that "reflecting is part of our culture here at school." Teacher 3 reflected twice a week. Reflection is part of the school's practice, but a lack of evidence was present. Every teacher seemed to be reflecting in their way and on their schedule. Overall the perception at GS was positive. These findings indicated that teachers were willing to work hard and positively respond to the reading program.

Teacher responsiveness is an essential component of FOI. In the present study, teachers responded average to the overall program. According to Woulfin (2015), "Teacher responsiveness to a reading program increases based on the urgency a school has on that part of a reading program" (p.549). The more emphasis put on a component by an external force (administrator, district, state) the more that component will be utilized. In the case of the GS, the school focuses on the reading program's ability to differentiate; therefore, differentiating was a leading component of the reading program. Again, teachers will respond positively if the reading program's infrastructure is held together with strong reading pillars.

Summary of the Data

The overall finding indicated that teachers at GS would like more focus and sustained teacher training. The focused training consisted of instructional reading strategies, differentiating instruction, the use of logs, and a checklist to help teachers adhere to the reading program. Teachers would like to see a strategies used school-wide that are directly related to the improvement of reading at GS. Also, teachers would like further training to be able to modify the reading program without jeopardizing the reading expectations. Two hours of teacher training throughout the year does not provide the right qualifications teachers need to make modifications to their reading program. Teachers do not feel comfortable changing the reading curriculum. Teachers would like training and support every month. One teacher indicated that she would like to have more support from the reading program, and she would not mind having contact information from a representative of the reading program.

Section 3: The Project

Introduction

Test scores throughout schools continue to be a problem. Students are not performing at grade level during summative reading assessments. Two-thirds of young readers are reading at below basic in the SBAC (Department of Education, 2018). A classroom with 30 students taking an end-of-the-year assessment will have nine students reading at grade level. The state, district, schools, teachers, and parents are all pointing fingers at each other. My purpose in this project was to examine the components of implementation fidelity and provide a 3-day workshop derived from finding of a study conducted at GS. My goal was to use research-based methods to incorporate an implementation fidelity checklist into the reading program at GS. I used an implementation fidelity checklist to drive reading scores and improve reading achievement at GS. An implementation fidelity checklist will help teachers understand the reasons why they are delivering a reading program with or without fidelity. The workshop is based on findings from the investigation in which teachers requested more teacher training on the delivery of a reading program.

The current English curriculum at GS is the reading program under investigation, meaning one reading program exist for all students at GS. Every student learns in a distinct manner, and in a classroom of 30 students, one reading program makes it difficult to accomplish reading achievement throughout the school. The results from this study revealed that the five constructs of FOI (adherence, dosage, quality of instruction,

differentiation, and responsiveness) are not in place. For a reading program to achieve success, data must be collected to understand why the program was successful (Smith, Finney, & Fulcher, 2019, p. 72). Data collection can provide details on the implementation process (fidelity check). Moreover, data can provide reasons why a program was not implemented as intended and provide information on why the program failed.

In the present study at GS, teachers were not collecting relevant information on any aspect of the reading program including the implementation process. A recommended 3-day institute to assist teachers at GS implement their reading program with high fidelity. Findings revealed that teachers at GS were implementing the reading components with high teacher responsiveness, but teachers are not delivering the reading program expectations as intended. Also, teachers are not being exposed to support and training. The 3-day institute consists of the utilization of implementation fidelity instrument, assessment cycle, assessing implementation fidelity and general background on FOI. I will outline specific details in the upcoming sections.

The 3-day training is titled “Addressing the Process of a Reading Program Through Implementation Fidelity” and will be administered before the start of the 2020-2021 school year. Monthly meetings will follow the 3-day institute. The 3-day institute will start at 8:00 a.m. and will end at 3:00 pm. Participants of the workshop will have a break at 10:00 a.m. and will have a 30-minute lunch starting at 12:30 p.m. Day 1 features

a brief introduction to the project study. Teachers will learn the reason behind the project study. Also, attendees will learn about FOI and the five constructs that make up FOI. Day 2 will highlight using instrumentation to evaluate levels of implementation fidelity. Teachers will become familiar with the implementation fidelity checklist developed by Finney (2019). The checklist highlights the five constructs of fidelity and provides an explanation on how to implement the checklist and why it is important to collect implementation data. Day 3 will provide teachers the opportunity to develop their intervention program. Day 3 will also provide teachers the opportunity to develop every aspect of the reading program, from program objectives to the use of an assessment cycle using implementation fidelity.

I selected a 3-day workshop because teachers at GS are requesting more exposure to training and support. The fact that this investigation is grounded on Knowles's (1980) theory of andragogy, I would like to take the opportunity to help teachers further develop their craft by applying the five core principles of Knowles's theory of andragogy. The five core principles of andragogy are (a) utilizing a teacher's prior knowledge, (b) high transferability into the classroom, (c) relevancy of the event, (d) making the event problem centered, and (e) teacher involvement during the event. If these five principles are in place, then adult learners (teachers) will be successful in the implementation process of the reading program under investigation.

Three findings from this investigation emerged: (a) that teachers are using different levels of differentiation to deliver the reading program; (b) Lack of data to determine how well the reading program is being delivered; and (c) Teachers are not receiving enough support. The lack uniformity of differentiation becomes an issue because differentiation should measure student learner outcomes (SLO). If teachers are creating their own SLOs and provides different modes of differentiation, then a problem arises with the delivery of the intended program. The lack of evidence-based learning creates uncertainty to the quality of the reading program.

The overall perception of the teachers at GS is the uncertainty of program expectations and exposure to training and support. Throughout the investigations, salient data revealed the aforementioned factors hinder the reading program from thriving. A reading program needs clear and measurable data to set curricular expectations (Mitchell, Baron, & Macaruso, 2018, p. 180). Teacher training and support can provide an opportunity to highlight and thoroughly understand the expectations the program has on all stakeholders (including teachers and students). A 3-day workshop can foster a supportive and learning environment that can address program expectations, and how to fully implement a reading program with high fidelity.

Section 3 consists of project goals, my purpose for selecting a 3-day workshop, and a literature review to justify the purpose of the workshop. The literature review ensures current information (fewer than 5 years) regarding implementation fidelity,

including the five constructs (adherence, dosage, quality, differentiation, and participant responsiveness). Also, in the literature review, I will examine the use of Knowles's theory of adult learners (andragogy). In Section 3, I provide a description of the project, the implementation process, resources, timetable, and potential barriers during the implementation of the workshop. My goal is to help teachers become more knowledgeable about the role they play during the implementation process of a reading program. Also, to provide teachers and staff the opportunity to understand how to implement a program with high fidelity and to understand why the program is effective or ineffective. When the workshop is complete, social change will take place at the local level (GS) and potentially lead towards a broader arena (global level).

Rationale

I selected a 3 day-training workshop and monthly meeting to help teachers at GS implement a new reading program they will start using in the 2020-2021 school year. Another reason for my selection of the workshop is due to the investigative findings from the current research that I conducted. The fact that they failed in the implementation of their previous reading program, the school will make another attempt at a new reading program and will use the recommended workshop to implement their reading program. A local university will provide support year-round, and the 3-day workshop will be an opportunity to align all the elements of a reading program with all the elements of implementation fidelity. Teachers will be supported in two-fold, with monthly meetings provided by this project, and support from the university.

The conceptual framework of my investigation stems from Knowles's theory of andragogy. I will embed the five principles of andragogy into the workshop and monthly meetings. The opportunity to have teachers involved during the workshop and the monthly meeting will provide the maximum opportunity for teachers (adult learners) to learn. Establishing a problem centered approach to the reading program can be a beneficial during the implementation process. Making the reading program problem centered will be beneficial to a teacher's learning outcome because it will motivate them to be hands on during the implementation process. The goal will be to incorporate the theory of andragogy in every aspect of the projected training.

Review of the Literature

The literature review I conducted sought to establish the reason why a 3-day teacher training workshop would be beneficial to teachers at GS. The focal point of the literature review was to dig into the concepts of implementation fidelity (IF), to deliver a reading program, the use of an assessment cycles, IF instrumentation, effective way for teachers to reflect, and providing year-round support for teachers. To ensure saturation of the topic, I compiled data from the Walden University Library education databases. The following databases were used Education Research Complete, ERIC, EBSCOhost and Google Scholar. To prepare my literature review I used the following search terms and phrases: *learning targets and teacher training*, *Fidelity of Implementation and teacher training*, *assessment cycle and student learning outcomes*, *program implementation and*

fidelity, program implementation and fidelity and assessment, teacher reflection practices and quality and teaching, andragogy and fidelity.

Conceptual Framework

The proposed workshop will be grounded on the Malcolm Knowles theory of adult learners. Andragogy has been around for 150 years (Taylor & Kroth, 2009). However, it was Malcolm Knowles who dedicated much of his time to define the term Andragogy. According to Knowles (1984) adult learners are more likely to succeed in a learning process (implementation of a reading program) if the following principles are in place: A high level of transferability, involving the adult learner in the process, making the process relevant to the learners' life, utilizing the learners' prior knowledge, and making the process problem centered. The easier it is for an adult learner to transfer the new learning experience into the classroom the more successful the adult learner becomes. Also, if the adult learner is involved in his/her learning and the learning is relevant, the chances of success increase for that learner. Lastly, making the learning experience problem centered allows adult learners to be more interested and committed to the learning process. According to Knowles (1984) adult learners are naturally eager to take on a learning challenge. Creating a learning experience that is challenging can motivate an adult learner to persevere.

In a study conducted by Lambert, Gallagher, and Abbott-Shim (2015) their focus was to evaluate a mentoring program's FOI via the theory of andragogy. Using the five

constructs of FOI (adherence, dosage, quality, differentiation, and responsiveness) Lambert et al. examined the level to which a mentoring program was delivered as intended. A simplistic fidelity checklist was used to determine the level of implementation fidelity. The fidelity checklist uses a plus and minus rating to determine IF. In their study the instrument focused on dosage and adherence. A limited amount of data was presented regarding quality, responsiveness and differentiation. Lambert et al. indicate that through andragogy they implemented coaching, observations, and reflective practices. The three mentioned implementations will be part of the proposed workshop. Lambert et al. concluded that using andragogy and FOI dramatically increase teacher performance and student achievement (p. 1318). Giving adults the opportunity to learn under certain conditions (applying the five principles) can excel in the learning process.

In another study Blackley and Sheffield (2015) suggest aligning training goals to the different components of andragogy. An example Blackley and Sheffield provided is the modeling of creative, innovative solutions, and practices that align to the adult learners prior knowledge. This approach provides teachers the opportunity to reflect on their experience and design creative solutions that can lead to higher student achievement. Again, the need to provide adults with the right training and using andragogy and FOI will lead to greater gains at classroom level, school level and district level.

Rationale

Investigative findings suggest that teachers at GS need more training and support as they deliver their reading program. Although there is a need for teacher training and support, the school is not the only campus in the nation with the aforementioned problem. Evidence points to the lack of confidence by educators when implementing evidence-based practices (Brock & Carter, 2017, p. 132). These findings are in conjunction to findings from the present investigations. That is, teachers at GS lost confidence during the implementation process of their current reading program due to the lack of training. Empirical evidence consistently points to the need for training as a major barrier to the improvement of schools (Sun & De La Rosa, 2015, p. 57). Teachers at GS did not have the opportunity to attend workshops and become familiar with the reading program expectations. Researchers are expressing concern about the overall implementation process of any program (Brock & Carter, 2017). There are many approaches to the effectiveness of an implementation process.

The approach I am suggesting is one of several different approaches to an effective implementation process that ensures fidelity. I am proposing an implementation process that considers learning outcomes, reading expectations and the five constructs of IF. Moreover, connecting the mentioned components using an IF checklist. Teachers are the most important piece of the implementation process (Vollmer, Gettinger, & Begeny, 2019). Teachers are the ones who will deliver the program and should be confident and prepared to deliver a reading program with high fidelity. The potential to decrease the reading gap via implementation fidelity is exponential. A single plan workshop must be

delivered and supported throughout the year. A single plan workshop in this context is a workshop that is tailored to meet the needs of the school. A recommendation made by Bethane (2017) is to incorporate teacher training that covers system changes, principles of management, application of research-validated instruction, and management practices.

The core concepts mentioned provides direction and autonomy to a teacher delivering a reading program. Providing training on principles of management gives teachers the ability to take control of what is going on in the classroom. The idea that teachers become managers/facilitators leads to a student-centered classroom. Bethane (2017) attributes a successful implementation process to high levels of fidelity. She goes on to say that utilizing a fidelity checklist will improve fidelity level and success rate of the program. Literature throughout academia continues to stress the importance of high accuracy implementation. The more targeted a teacher training program is, the higher the chances of aligning the core components of a reading program to the expected outcome (Sun & De La Rosa, 2015). Aligning core components of a program can include aligning student learning outcomes (SLO) to assessment protocols. Often a disconnect exist between what is expected from the learner, and how the learner is being assessed. This phenomenon becomes important because schools do not score proficient in end of the year summative assessments. One can argue that the program did not work and blame everyone involved. However, the lack of implementation fidelity could have contributed to the lack of success. Programs are set up to succeed but often they fail. Leaders must investigate every aspect of the program before they decide. The next section of the

review of literature examines incorporating student learning outcomes into a reading program to ensure assessment alignment.

Student Learning Outcomes (SLO) and Learning Targets

A study conducted by Kim et al., (2016) points to the need for alignment of the curriculum to assessment outcomes (p. 365). Teachers and students are given the daunting task to perform at high levels of expectation using an unaligned process. Teachers are told to deliver a reading program with minimal training and students are expected to reach proficiency with an unaligned curriculum.

Teachers and students must be aware of the learning outcomes before a program is delivered. According to Kratz, Xie, Marcus, Pellecchia, Stahmer, Locke, Beidas, and Mandell (2019) the higher the implementation climate, the greater the student outcome becomes. In this context implementation climate refers to the extent to which use of an intervention is expected, supported, and rewarded. That is, curricular awareness increases the overall success of the program. Also, the implementation climate and implementation fidelity are directly related because both have a set of expectations. Implementation climate can be set in the classroom through professional development or teacher training. The teacher training program can outline the program's expectations and help teachers monitor their own progress and student progress. Student learning outcome can be enhanced by providing a reading program that is relevant, accessible, engaging and cognitively challenging (Kim et al., 2016). A reading program that is engaging provides

students with the opportunity to practice in the classroom. An engaging classroom is a classroom with a high level of confidence. An accessible reading program aligns a learner's reading ability with Lexile level. Differentiating instruction for students provides a steppingstone for students to reach proficiency.

Kim et al. (2016) use a reading intervention program to align student learning outcomes with assessment via the Strategic Adolescent Reading Intervention (STARI). The goal of STARI is to promote high reading engagement that leads to reading achievement. Modes of assessment at times are not in conjunction to the reading program expectations. The simple fact that a student seems to be engaged does not guarantee that the student is engaged (Kim et al., 2016, p. 361). STARI provides that engagement of element of learning in the classroom. The use of STARI provides real time practice for students to hone their reading time. An example utilized during a reading engagement lesson is the use of peer reading. The learning outcome is to interpret words and phrases that are used in the text. Together (with a partner) students take turns reading pieces of a text. Then, each student fills out an activity sheet that clarify words or phrases, students discuss and elaborate on parts of the text using quotes. The skills that students are developing are directly related to summative, end of the year testing concepts. Teachers play an important role in STARI because they can design lessons that are directly related to the program's expectation. To be able to reach expectations teachers are provided with a three-day workshop that addressed traits of struggling readings (Kim et al., 2016). Teachers participating in STARI had to attend the three-day workshop. What makes Kim

et al. research applicable to my current project is that teachers attended a three-day workshop that included implementation fidelity.

In a similar investigation Andrews-Larson, Wilson, and Larbi-Cherif (2017) explore the concept of teacher collaborative time (TCT). The focus of Andrew-Larson et al. was to examine how structured, content-focused discussions improve instructional quality. The term structured in this context refers to limiting the ways teachers have discussions among each other regarding the learning process that takes place in the classroom. Hagermoser-Sanetti, Williamson, Long and Kratochwill (2018) also suggest maximizing structure as a common approach to the demonstration of evidence-based classroom practice. A structured environment can lead to higher student achievement, positive academic outcomes and high levels of student engagement.

To improve the quality of instruction educators must examine the overall needs of the school. According to Andrews-Larson et al. (2017) “We seek to better understand the way in which teachers’ collaborative conversations might support their ambitious teaching practice” (p. 4). Collaborative conversations provide the possibilities of a high level of teacher support, relevant day to day teacher talk, and alignment of curriculum materials and instructional goals for students. The key point here is the alignment of curriculum with student learning outcomes. Conversations must take place in the classroom, and in training sessions to get meaningful conversations. Teacher support in and out of the classroom can be demonstrated in different manners. In Andrews-Larson et

al. study, the use of trained facilitators is used to provide sustainable support throughout the year. Facilitators need training that will help them successfully support teachers. Providing facilitators to a school can be costly and if not implemented correctly can be a waste of time. Andrews-Larson et al. suggest that facilitators must possess more knowledge than the teachers. Facilitator expertise is consequential for the potential to support teacher learning (Andrews-Larson et al., 2017, p. 7). A productive facilitator can press teachers to develop meaningful and relevant conversations about learning. Also, facilitators establish clear goals aligned to learning outcomes, and assessments and identify the purpose behind each learning target.

Mediating teacher discussions can lead to positive learning outcomes for students and teachers. This concept becomes important to my study because it provides an opportunity to incorporate teacher collaborative time in my workshop. To optimize the efficiency of each workshop; time is needed to discuss best practices in a structured and rehearsed manner. Teacher collaborative time can be used to align student learning outcomes to assessments. Using the technique “facilitator pressed” Andrews-Larson et al. (2017) specific learning targets can be developed. In facilitator press the facilitator elicits explanations for each step of the learning target development. The facilitator requests an explanation from the teacher for choosing the learning target and providing a rationale for the alignment of an assessment to a specific learning target. Teacher involvement and responsiveness are key points in my investigation.

Teacher involvement and teacher responsiveness does not happen spontaneously. There must be buy-in from teachers to raise the level of responsiveness and involvement. Uzair-ul-Hassan, Parveen, and Riaz (2016) suggests creating a workshop that requires active learning from teachers (p.16). Active learning is driven by the accomplishment of goals a program sets on teachers. Active learning provides teachers an opportunity to actively get involved in the process and can be used as a model for teachers to practice. Engaging teachers in collaborative training can raise the quality of teacher performance and can raise student achievement (Furtak, Kiemer, Kizil Circi, Swanson, De Leon, Morrison, & Heredia, 2016, p. 286). Teachers can get real time experience on their own learning style that can transferred into the classroom.

Providing a workshop that is participant centered will be an effective way to get teachers to respond in a positive manner and be more comfortable with the expectations of the workshop. According to Knowles principles of andragogy three of the five principles can be applied in active learning (transferability, the use of prior knowledge, and involvement). Knowles (1984) indicates that educators can tailor learning for adults through interactions, discussion forums that lead to problem solving, and solutions that can be immediately used in the lives of adult learners. In my investigation findings suggests that teachers want to do well, they are in the profession to help others and feel a sense of accomplishment. A workshop that can address teacher concerns with viable and research-based tools can lead to student and teacher success in the classroom.

Assessment Cycle

Another concern at GS is the deviation from the intended programs expectations. Teachers at GS implemented a reading program with a lack of uniformity. To develop a program that will address this concern literature was reviewed on implementation fidelity assessment. According to Smith, Finney, and Fulcher (2019) to ensure teachers are implementing the intended program with high fidelity data must be collected to assess the level of fidelity (p. 73). Data collection on fidelity can be used to modify the curriculum without jeopardizing the integrity of the reading program. Also, assessing implementation fidelity allows teachers to understand the reasons why a program succeeded or failed. Smith et al. suggest integrating fidelity data with student learning outcomes and using assessment data to understand the unknown features that lead to the failure of a reading program. Unknown features in this context are unexplained reasons why a program fails to deliver positive results. Some unknown variables can include modifications that alter the program's integrity, not completing the delivery of the program as it was intended, and the role a teacher plays during the implementation process.

The role a teacher plays during the implementation process often can be subjective, meaning that interpretation of their role is defined via an observation or performance by the student in the classroom. To avoid misconceptions, the use of an implementation fidelity checklist/chart can help determine the role a teacher plays in the implementation process. In a fidelity checklist teachers and school staff can evaluate a

teacher's performance during the implementation process. In a study conducted by Little, Riggs, Shin, Tate, and Pentz (2015) the use of an implementation fidelity chart was used to determine teacher participation and quality of instruction (p. 29). The results of the study indicate that teachers who score higher on the fidelity chart did not deviate from the intended implementation of the program. On average teachers who participated in the implementation process delivered a higher quality of teaching and the result was a higher student achievement. Little et al. (2015) suggest teacher and administration buy in to a program can drastically increase the fidelity to which a program is implemented (p. 24). Although the statement is true about buy in from staff, teacher support and training is critical to FOI. Furtak et al. (2016) recommended a collaborative approach to teacher training and incorporating effective components to the teacher training can raise the overall quality of delivery and responsiveness of a teacher. There are two important notes to justify; that is, the effective components of a reading program, and quality and responsiveness. Effective components indicate training and support be given to teachers; moreover, the training and support must be focused on key reading components (phonemic awareness, comprehension, phonics, fluency). The training that takes place will focus on planning, teaching and reflecting on ways to improve reading scores. The quality of the delivery and responsiveness of participants (teachers) are important because they are two key ingredients that make up FOI. For this reason, Furtak et al. study becomes important to note in this document.

A targeted workshop becomes important because knowing what changes are taking place in the intended program is largely due to the implementation of an assessment cycle (Fine & Lee, 2017). Furthermore, an assessment cycle included aligning learning outcomes with an assessment component and the assessment can be any form of instrumentation. The purpose of an assessment is to collect data that can lead to effective modification to the curriculum; therefore, leads to higher program achievement. Assessment data can facilitate the program's outcome by pinpointing details of the program each step of the way. Assessment data is important because it helps educators determine whether they are accomplishing the desired learning outcomes, data helps determine the level at which students are performing, and to answer questions from stakeholders (Fine & Lee, 2017, p. 42). Successful analysis of assessment data can lead to a high level of implementation fidelity. Understanding why a situation is happening can be accomplished via data collection. The data collection can then be used to carefully modify changes to the curriculum without jeopardizing the intent of the program. Also, ensuring the quality of the program is intact and maintaining the correct path towards meeting student learning outcomes. This same concept is suggested by Smith, Finney, and Fulcher (2019) that understanding why events are taking place is crucial in the FOI of a program. A program is written to be successful in an ideal environment but often the ideal environment does not exist. Therefore, data collection becomes paramount during the delivery of a reading program. The analysis of this data will provide a school the opportunity to make changes leading to ideal outcomes.

Implementation Fidelity Checklist

Learning targets, and assessment cycles are important to the implementation of a program. The two constructs can provide a roadmap for curriculum builders.

Implementation fidelity can be ensured by using a checklist. A checklist brings a few important checkpoints to the implementation fidelity process. This section of the review of literature provides details about the benefits of a fidelity checklist. According to Swain, Finney, and Gerstner (2013) rarely is the alignment of the planned intervention and the implemented intervention assessed simultaneously. The entire review of literature up to this moment has mentioned the need to align a curriculum with the actual outcome of the program. A dearth of evidence prevails in academia regarding instrumentation used to assess implementation fidelity.

The proposed workshop will use a checklist developed by the Finney (2019) to share with teachers and staff at GS. A fidelity checklist consists of several parts (see table 6).

Table 6

Implementation Fidelity Checklist

Objectives	Dosage	Program Component	Specific Features	Adherence Yes/No	Quality 1= Low	Responsiveness 1= Low
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	2=	2= Medium
	Medium	3= High
	3= High	
Student Learning Outcome 1		
Student Learning Outcome 2		

The structure that Finney (2019) follow is a 7-columns checklist indicating the objective/learning outcome, program component, and the five FOI constructs (adherence, dosage, quality, differentiation, and responsiveness). The objective/learning outcome is what will be measured. The program component can be a content standard that is aligned to the learning outcome. The first FOI construct assigned in the table is dosage of the program component, the length of the component. Next, the table identifies the program feature. The program feature become the differentiation aspect of the program. The program feature focuses on what will make the program different from what it being used. Following the differentiation, the table identifies the adherence to the program feature. To measure adherence Finney (2019) recommend a yes and no respond to each program feature. The next column feature is quality rating of (1-5). Here the observer is rating each specific feature. Lastly, is the level of responsiveness. Again, using a rating of

(1-5) is used to measure the responsiveness of the participant. The mentioned features make-up a fidelity checklist.

Completing a fidelity checklist can be done by a program auditor, implementers or facilitator(s) and participants (Finney, 2019). A program auditor can be an outside source that a school hires or district sends to evaluate a program. A facilitator can be an administrator, coach or department leaders. Participants (teachers) can fill out their own fidelity checklist that can mitigate the cost of bringing outside personnel to assess implementation fidelity. In a study done by Hall and Chapman (2018) on implementation fidelity, results indicate that the lack of implementation fidelity was due to the lack of funds to train and bring experts to support their teachers during the delivery of the program. Similarly, Hayes, Heather, Jones and Clarke (2018) major barriers of FOI include physical resources and time (p. 167). Funding is an issue in every school but that should not deter schools from properly implementing a program with high fidelity.

To save money, schools can be creative during the implementation process. Hall and Chapman (2018) indicate that training should be the first step in the implementation process (p. 68). Teachers are eager to learn and lead (Knowles, 1984) and can provide support for their colleagues. This method of involving teachers in the training and support is cost efficient and provide a high-level autonomy for teachers and administrators.

The utilization of a checklist can provide data on fidelity, learning outcomes and assessments. According to Smith, Finney, and Fulcher (2019) “a fidelity checklist

provides a systemic way to capture all five of the implementation fidelity aspects” (p. 265). A systematic approach means analyzing the data and concatenating it to learning outcomes/learning targets. Moreover, a checklist provides educators to pinpoint strengths and weaknesses of the implementation process. Furthermore, educators can make practical informed modifications without worrying about changing the intended program and teachers can share their best practices with their colleagues so that they can replicate or expand the scope of the intervention (Smith, Finney, & Fulcher, 2019, p. 266).

The opportunity to replicate the program and to be successful with a program, provides experiential evidence, validity, and reliability to a program. As a researcher set out to conduct experiments, the goal is to make it replicable. Using a fidelity checklist makes replication easier to accomplish. Kaimal and Jordan (2016) contribute three findings to the lack of implementation fidelity: First, the lack of organization by staff. Second, the lack of knowledge of FOI. Third, the instrumentation tools and rubrics are too cumbersome and confusing (p. 15). During the investigation Kaimal and Jordan did not use a fidelity checklist because they utilized evaluation sheets, and logs of length and frequency. Using a fidelity checklist provides precision with the components of the program that are being implemented. The elements of FOI are meant to keep teachers and staff aligned with the intended program delivery. A fidelity checklist provides details and organization of the intended program. The result of Kaimal and Jordan study revealed difficulties in pinpointing the exact reason for the low level of implementation fidelity.

As mentioned earlier providing a detailed report of learning outcomes, assessment outcomes, and FOI can prevent systems from not understanding why a program is not working, and why it was not implemented with fidelity. The literature clearly indicates that a workshop must be specific to meet the needs of teachers and students. In addition, the importance of establishing learning outcomes that are aligned to assessments and assessment outcomes are vitally important. Another aspect that should be examined is teacher reflection during the implementation process. The next section of the review of literature focuses on teacher reflection during the implementation process and how reflection contributes to high fidelity.

Teacher Reflection

Professional teaching programs are turning to the practice of reflection to determine what worked, what didn't work, and where change needs to be made. Reflecting becomes important in a growth mindset; therefore, teachers must be open to constructive criticism and administrators open to proving constructive criticism without being disdainful. Reflecting should always lead to change. Wlodarsky (2018) states that "the process of change through reflection is, in the most profound and authentic sense, learning to be a leader of one's own professional and personal self" (p. 39). Understanding and accepting an event that took place (teaching moment) is only the starting point of that event. Being able to reflect about the teaching moment allows a teacher to celebrate positive outcomes and to make changes to events that did not go as

planned. According to Wlodarsky an event path for professional growth is the event that is taking place followed by a cognitive process that leads to a changing point and lastly creates a new event. An event can be in the form of a reading lesson that took place in the classroom. Providing teachers time to explore a cognitive process, provides teachers with the opportunity to discover a problem that took place during the delivery of the lesson. Through careful data analysis of the problem a decision to change the behavior is made. The changing point is supported by evidence via journaling, logs, observations or reflective instrumentation tool. Based on data and discussion a new event can take place and can be directly related to teacher growth. The model provides an organizational framework that is useful for teacher training, professional growth and self-evaluation (Wlodarsky, 2018). Cognitive processing can become a school wide strategy that drives an intervention reading program because school leaders can link reflection and the reading curriculum.

Reflection is a strategy that must be manipulated to benefit a teacher's outcome. Suhrheinrich and Chan (2017) considered the use of microteaching as a method of teacher reflection, and constructive feedback. In microteaching, teachers videotape a lesson they are giving, and later review the video with their peers. This strategy provides teachers the opportunity to focus on teaching behaviors. Teaching behaviors are often bypassed during observations and teacher evaluations. Also, microteaching allows teachers to focus on a specific feature (differentiation) of a lesson. Specific feature is a term used in an IF checklist (it is part of the 5 constructs of IF). Moreover, microteaching

provides teachers a method to increase their IF level by magnifying the specific feature that is being implemented.

Performance feedback provides teachers the opportunity to reflect on their teaching skills. A study conducted by Schles and Robertson (2019) concluded that performance feedback increases implementation fidelity by providing teachers and opportunity to reflect on their craft and provide ongoing feedback via coaching or training (p.38). Suhrheinrich and Chan (2017) suggests using a combination of video recording and performance feedback during the reflection process (p. 48). In conjunction with the study done by Schles and Robertson performance feedback is technique used to provide teacher training that leads to a high level of implementation fidelity. Performance feedback is an ongoing process that coincides with the model presented in the previously section by Wlodarsky (2018). Therefore, performance feedback can be more effective during training and coaching process. The goal is to provides teachers a structured opportunity to reflect on their practice to increase IF.

Providing teachers a chance to cognitively think of their skills, behaviors, and learning can be beneficial to student outcome. This process can take place through self-reflection. Self-reflection can manifest into a teacher's self-growth. Teacher learning is an active process that allow teachers to participate in learning activities that can result in new approaches to pedagogy and develop new knowledge (Solheim, Roland, & Ertesvag, 2018, p. 462). Teachers that experience learning through reflection allows them to

become familiar with the content. Evens, Elen, and Depaepe (2015) stated that “reflection leads to a higher level of pedagogical content knowledge” (p. 9). Teachers can learn from teaching when given the time to reflect. Educators can log their daily events that take place in the classroom and can stimulate a teacher to change a teaching behavior that leads to greater student achievement in the classroom.

Teacher reflection is an effective tool that help teachers develop meaningful lesson plans which can lead to higher student motivation in the classroom (Solheim, Roland, & Ertesvag, 2018, p. 467). Reflection logs help teacher examine a lesson delivery with a more critical lens. Teachers can cross reference their lesson plan with their reflection logs. This method of collecting teaching data provides stakeholders with the opportunity to development new knowledge and increase teacher growth. Teachers want to deliver the best performance in the classroom daily, they genuinely want to make a difference in the lives of their students. Knowles (1984) indicates that adult learners (teachers) want and would like to help others and that is why they are eager to learn. Understanding this concept of adult learners should allow the proposed workshop to be an opportunity for teachers to learn and grow.

Project Description

Findings from this investigation lead to the proposed idea of a three day workshop followed by seven-monthly one hour training sessions at GS. The seven monthly meetings are intended to allow teacher to calibrate the curriculum, reflect, share best

practices and provide support throughout the year. Strong evidence points to teacher training that encompasses the use of implementation fidelity through a checklist. The checklist will be utilized to implement a reading program at GS. Also, the workshop will introduce an assessment cycle and how to incorporate a fidelity checklist to collect live data. The workshop will give teachers plenty of guided practice to develop their plan to implement the reading program with high fidelity.

The teacher training will take place for three consecutive days during buy back time at GS. The goal is to introduce the workshop before the start of the 2020 2021 school year. An invitation will go out to all the teachers at GS. I will speak to the school principal and let the principal decide who will benefit from this workshop. The workshop will start at 8:00 a.m. and end at 3:00 p.m. Teachers and staff attending the workshop will have a 30 minute lunch break with two fifteen- minute breaks in between. Lunch will start at 11:30 a.m. The first break will be at 10 a.m. The second break will take place at 1:30 p.m.

Throughout my investigation teachers directed their attention to a sustained teacher training program throughout the school year. Data from this study reveals a need for the application of implementation fidelity to the school's reading program. Teachers agreed that adherence and dosage is a key element to a successful reading program. Another piece of evidence that takes precedence is the need for support during the differentiation of a reading program. The goal is to focus on adherence, dosage and

differentiation and to measure teacher responsiveness and quality of delivery through reflection practices. Therefore, reflection will be part of the three-day workshop.

Day 1 of the workshop will focus on introducing implementation fidelity to the teacher participants. A slide show will be used to go over the foundation of implementation fidelity. Teachers will be exposed to recent peer reviewed literature on FOI. Then I will share with teachers one FOI construct at a time and how to implement the construct. An opportunity for teachers and staff to practice implementing FOI will be available. This practice will be considered guided practice. Following the guided practices participants will develop a poster highlighting the five parts that make-up FOI. We will end the introduction to FOI with a gallery walk and a reflection. The second part of day 1 will provide teachers with knowledge of an assessment cycle and implementation fidelity. The assessment cycle consists of setting objectives, creating and mapping the curriculum, selecting an instrument (fidelity checklist), collecting data, analyzing and maintaining information, and using the data to make informed decisions about the program. It is important to note that the assessment cycle model was developed by Finney and Gerstner (2019). They suggest using the assessment cycle to gather data to link implementation fidelity to student and teacher success. The implementation of an assessment cycle provides leaders with the data to determine the effectiveness of a program.

Day 2 will start with a recap of what was covered in day 1. Then I will provide an overview, purpose and objectives of day 2. The workshop will start with an introduction to a fidelity checklist. I will use a slideshow to discuss the major parts of a checklist. Also, I will elaborate on the importance of data collection using a checklist. A fidelity checklist will provide meaningful data that will allow teachers and staff to adjust the reading program. I will explain each part of the checklist and how to score each part of the checklist. Following the slideshow, I will provide teachers with accountable talk regarding the use of a checklist. Post it notes will be given to teachers and they will be encouraged to write questions regarding parts of the checklist they might not understand. Then they will be encouraged to post them in my parking lot poster. I will use this data to come back after lunch and go over any questions about the use of a fidelity checklist. When teachers come back from lunch break, they will use an hour to practice using a fidelity checklist. They will look at program goals established on day 1 to fill out a fidelity checklist. Following this activity teachers will use a Kagan cooperative learning strategy called one stray to share out their fidelity checklist with other groups in the workshop. The one stray activity will expose participants to the work that was done by the other groups. The last part of the workshop will focus on reflection and feedback. The reflection practice will be implemented in the workshop and teachers will be encouraged to use the reflection practice and feedback strategies. At the end of the workshop teachers will fill-out an exit ticket on their new knowledge of a fidelity checklist.

Day 3 will consist of teacher practice and the development of fidelity checklist. The goal of this workshop is to provide teacher with support allowing them to develop learning outcomes, an assessment cycle criterion, and two program components that will be measured for implementation fidelity. The learning outcomes become important because they will establish the groundwork for the program. In this context of learning outcomes, I want teachers to determine what part of the reading program they would like to measure for implementation fidelity. Literature suggest focusing on one of the five reading constructs that lead to student achievement (comprehension, fluency, phonics, phonemic awareness, and vocabulary). Participants of the workshop can develop a fidelity checklist that includes vocabulary and fluency. A learning outcome can be that students will demonstrate greater fluency in their reading ability. The learning outcome will follow with the five parts of implementation fidelity (differentiation, adherence, dosage, quality, and responsiveness). They will use the five parts of IF to develop their fidelity checklist.

Day 3 will include pacing plan development and implementation. The purpose of a pacing plan is to allow teachers to map out their reading program. A pacing plan will provide teachers and myself with checkpoints. The check-ins more likely will be the monthly 1-hour meetings. The use of reflection practices will follow the pacing plan component of the workshop. The goal of using reflection practices is to use data from the checklist and the pacing plan to determine the quality and responsiveness of teachers throughout the reading program. I want to introduce reflection practices to allow teachers

to determine the quality of instruction and responsiveness by using the fidelity checklist. The quality of instruction can be determined by the teacher or by an observer. If the observer determines the quality of instruction, teachers can reflect on the data provided by the observer. This strategy works in concert with determining the responsiveness of the teacher during the reading program delivery. Again, the goal will be to embed reflection to determine quality of instruction and teacher responsiveness.

The last part of day 3 will be to introduce teachers to Andragogy. I will wrap-up and bring the entire 3-day workshop to a close with the importance of how adult learners learn best. I will motivate teachers to use their strengths to develop and implement the reading program via the framework of Andragogy. I will encourage teachers to use their prior knowledge to develop their reading program. I will acknowledge their greatness and urge them to use their greatness to develop the program. I will suggest teachers to get involved in the development of the reading program. This process should be hands on, and teachers need to be part of the decision making throughout the implementation of the program. Tapping into teacher's prior knowledge and getting them involve are two of the 5 constructs that constitute andragogy. My goal will be to provide teachers with background knowledge of all five constructs.

Another component of this project is seven monthly follow up meeting with the teachers involved in the reading program. We will use data from the checklist to drive all seven one-hour meetings. During the one-hour meeting teachers will examine data from

their checklist, collaborate and share their findings. Also, teachers will use a portion of the one-hour to reflect and their monthly progress. As the project manager I will ensure that we meet once a month for seven consecutive months. I will seek permission from the principal to invite a lead teacher and the assistant principal in charge of reading to assist with the facilitation of the monthly meetings.

Benefits of the Workshop

The data from this investigation indicates that teachers will benefit from a 3-day teacher training at GS. All six teachers that participated in this study requested more support and training. Rakap (2018) indicates that teachers often report not having the skills and training necessary to delivery an intervention program with high fidelity (p. 54). At GS, the school will benefit from the proposed workshop because this workshop will focus on concepts that will allow teachers to properly implement their reading program. Another benefit to the staff at GS is the monthly follow up training and support this project is offering. Teachers will have the opportunity to examine data and properly adjust the instrumentation (if needed). The support provided during the modification of the instrumentation ensures the program's integrity because the facilitator is well trained in fidelity checklist. Therefore, it is important to develop a workshop to help professionals gain the skills to implement a program with high fidelity (Rekap, 2018, p. 55). A skill that this workshop will offer is the use of a fidelity checklist. Organization

and clarity in the implementation phase are a benefit to teachers delivering a reading program. A fidelity checklist organizes a program's goals and objectives and links them to the five components of FOI. This organization skill is key because it provides teachers and administrators data that can be used to determine the level of success of a program. If a goal is not being implemented with quality, the checklist will highlight this discrepancy and adjustments can be made to the delivery of the program.

Another benefit to this workshop is providing teachers and administrators with a deep understanding of the meaning of FOI and why it is important to deliver a program with high FOI. Teachers that participate in a training program that familiarizes them with the goals of a program demonstrate a functional relationship between implementation fidelity and student success (Davenport, Alber-Morgan, Konrad, 2019, p. 399). In the proposed workshop teachers will be exposed to adherence and what that means to a program. Therefore, when teachers implement the program, they will understand how to implement the program with a high a level of adherence. It is important to note that teachers will be exposed to all five constructs of FOI. Teachers participating in this workshop will be exposed to current research on FOI and different ways to apply FOI in their classroom. In a study conducted by Krawec and Montague (2014) the emphasis was teacher training that provides teachers with familiarity of implementation fidelity. The authors argue that as teacher become more comfortable with a fidelity checklist the easier it becomes to implement a program with high fidelity. Krawec and Montague conducted a three-year research investigation that tracked teachers implementing a program for

three consecutive school years. The training on their part was limited to three-days with little coaching or training. There was however progress monitoring throughout the year. One recommendation from teachers involved in the investigation was a need for sustained support throughout the program following the initial 3 day training. Krawec and Montague indicate that “training must tap into literature and design teacher training that addresses key issues” (p. 132). If teachers are not supported through the right training, their chances of failing become high. At GS teachers want effective teacher training with a sustained year-around support. Familiarizing teachers with the concept of FOI will give teachers the comfort and confidence to implement their reading program next school year.

Project Evaluation Plan

A pre and post assessment will be given to the workshop participants. Also, reflection practices will be used to gather workshop data. An evaluation plan will be in place using the pre and post assessment data and the facilitator will collect the teacher’s notebooks at the end of each session to collect qualitative data. Another piece of data that will be utilized is an evaluation form at the end of the three day workshop. The evaluation data will be used as a formative assessment of participant feedback. The evaluation data collected will be shared with the administrative team at GS to improve the implementation of their reading program.

The evaluation plan will consist of the analysis of pre and post assessment data, reflective journal entries, and an end of the workshop evaluation form. Hozebin (2018) suggest using an evaluation process that is relevant and open for teachers to feel comfortable during the evaluation process. Hozebin recommends using subjective objective assessment plan (SOAP). The use of (SOAP) during the evaluation process provides teacher the opportunity to provide feedback regarding their own practice (subjective). An administrator or lead teacher can confirm the teachers concern via a 10 minute observation (objective). Based on the observation the teacher and administrator determine the cause of the problem (assessment). Together the teacher and administrator can assess the situation and develop an action plan (plan). The use of SOAP can be modified to focus on evaluating the proposed workshop. The objective of the evaluation plan is to be proactive and not demeaning.

During day 1 of the workshop I will administer a pre assessment to determine the knowledge the participants have on implementation fidelity. Also, I will collect the participants notebook and analyze the reflection section to determine the effectiveness of the workshop. In day 2 I will collect the notebooks at the end of the day and analyze the reflection section of the participants to determine the effectiveness of the workshop for day 2. On the third day teachers will take a post assessment and fill out an evaluation form via google forms. The 5 pieces of data will be evaluated and shared with administration. At this point in time if data indicates that modifications need to be made

for the upcoming 7 monthly workshops, I will consult with the lead teacher and administration before any adjustments are made.

Project Implications

This project has potential to make a positive impact on teachers and student achievement. Many programs are implemented and left abandoned because they are not to working. The literature indicates that programs are developed to work but often are not implemented properly. The workshop will cover three main concepts in education: Andragogy, effectiveness of IF, and increasing reading achievement. Andragogy provides teachers the opportunity to achieve quality teaching by providing them with a platform to use their strengths. Implementation fidelity has the potential to collect real time data to examine the extent to which the program was implemented, as intended. Also, IF provides teachers with the opportunity to deliver a structured reading program that will lead to reading achievement. Reading achievement can be accelerated by using IF because it provides teachers with the opportunity to measure the level of adherence, the amount of time spent on the learning outcome, their level of responsiveness and can determine the quality of instruction. Therefore, IF can help teachers make decisions based on data provided by implementation fidelity. The changes made and the data collected can influence student achievement.

The three day workshop has potential to be implemented district wide because every school in the district is constantly implementing curricular programs. The

opportunity I get at GS will allow me to present my project and perfect it as time goes on. Perhaps GS will recommend me to another school and the workshop can establish a snowball effect throughout the school district. The workshop can change the ways schools implement any curricular programs. Also, I will have the opportunity to endorse my project by training other administrators, lead teachers, coaches and teachers.

Resources, Support and Potential Barriers

I will be using my own laptop and hotspot to prevent any mishaps with technology at the school. I will need access to their multi-purpose room because that is where teachers and staff have their professional development and any type of training. I will need a project, chart paper, markers, sticky notes, and copies of PowerPoint slides I will present to the teachers.

Potential barriers exist all the time. Technology seems to be a problem in any setting. I plan to use my own hotspot for internet access. Also, I will be using my own computer which comes with a wireless adaptor. By using my own equipment, I can reduce the chances of technology failing. Scheduling of the monthly meeting can be a potential barrier. I plan to speak to the principal to see if my monthly meeting can be embedded (as a training) into their professional development plan. If I can convince the principal to include me in their professional development plan, I can avoid scheduling conflicts. An alternative solution will be establishing a calendar of dates and allow teacher to select their date preferences each month. I will set the monthly follow up

meeting by using the most common dates selected by teachers. The last potential barrier I foresee is deviating from my plan. A lot of different situations can take place in seven months. I need to make sure I establish goals and objectives and establish my own fidelity checklist. Teachers will deviate from their pacing plan and delivery of the program. I need to ensure that teachers have the trust in a lead teacher, administrator or myself to help them get back on track. Therefore, I need to prepare for any deviations. I will reach out to teachers two weeks prior to meeting with them to let them know if they have any questions or concerns that I can address. This will minimize the chances of teacher deviating from the program.

Project Implementation and Timeline

I will be the workshop facilitator at GS because I possess the most knowledge on Implementation Fidelity. The extended amount of research conducted and the knowledge I have, will give me the best opportunity to deliver the intended workshop. I will speak with administration at GS to request time in their professional development plan. I will share my project with administration and delineate the possible contributions my project will provide to the school. If the administration accepts my proposal, I will speak to the English department lead teacher and share my project and my objectives for the program. Also, I will ask the lead teacher to assist me during the workshop delivery. The lead will act as a liaison between the school and myself. The next step I will take is to request to use the Multi-Purpose Room (MPR) for my 3 day workshop and the seven monthly

meetings scheduled through the school year. If I am granted permission, I will fill out any paperwork to utilize the school's equipment. The equipment I request will be used in case my equipment does not work during the workshops. Finally, I will submit an agenda to administration, and the lead teacher. Table 7 provides details about the sequence of events that will take place prior to the three-day workshop.

Table 7

3-Day Workshop: Timeline

Days before implementation	Steps taken to ensure implementation
6 months	<ol style="list-style-type: none"> 1. Share the workshop proposal with administration 2. Elaborate with administration the benefits to the workshop and request permission to conduct the workshop 3. Reserve the 3-day workshop and the monthly 1-hour sessions
3 months	<ol style="list-style-type: none"> 1. Reserve the MPR and discuss room set up for the workshop. Also, explain to administration that I will be using my own equipment but would like to use their equipment as a backup plan
2 months	<ol style="list-style-type: none"> 1. Obtain contact information for teachers who will participate in the workshop 2. Send teachers an email inviting them to participate in the workshop. The email will request

	an RSVP from teachers that receive the email
1 month	<ol style="list-style-type: none"> 1. Request copies of student ELA scores 2. Request copies of dashboard data from last year's reading program 3. Confirm MPR set up
2 weeks	<ol style="list-style-type: none"> 1. Send email invitations with reminders to save the dates 2. Finalize the 3-day and monthly workshop agendas
1 week	<ol style="list-style-type: none"> 1. Put together workshop handouts 2. Visit the school to go through a practice run using my own technology
Workshop	<ol style="list-style-type: none"> 1. Successfully implement the 3-day workshop 2. Successfully implement the 7 monthly meetings
Workshop Findings	<ol style="list-style-type: none"> 1. Set up meeting with administration to discuss workshop findings 2. Discuss next steps for further training

The 3 day workshop is intended to provide training to teachers that are part of the school's reading program. I am confident that teachers will feel comfortable with me because teachers have requested training. I plan to make the workshop experience hands-on, relevant to the teacher's needs, and a place for teachers to get as much practice as possible. I will work in concert with the administration and lead to teacher and share with them my ideas and my implementation strategies. An important element I intend to

establish is a welcoming environment that will give teachers the comfort to share, discuss, collaborate, reflect and evaluate all possible ideas. Teachers will receive a packet filled with PowerPoint slides, a notebook, pen and pencils and a few copies of recent literature on IF. I will set the workshop norms and have teachers introduce themselves to everyone in the room. I will establish a respectful and heartwarming workshop.

Project Goals and Objectives

The goal of this project is to familiarize teachers with the concept of Implementation fidelity. By the end of the 3 day workshop, teachers will understand implementation fidelity and will be able to apply implementation fidelity into the existing reading program at GS. The workshop was developed because teachers that participated in this investigation requested training, and sustained support throughout the school year. Participants were specific about further training in implementation fidelity. Another goal is to ensure teachers feel comfortable and understand that the training is to meet their needs. The workshop will set the context for collaboration and positive discourse.

Conclusion

The proposed project is a 3 day workshop with 7 monthly meetings. In this section I shared the purpose of the workshop, literature review that supports the 3 day workshop, goals and objectives and the rationale for the workshop. In section 4, I use reflective practices to discuss the projects strengths and limitations. Also, examine my personal growth as a researcher and practitioner.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

Project Strengths

The development of this project came from direct communication with teachers via semistructured interviews. I had the opportunity to hear teachers' perspectives regarding implementation fidelity, the current reading program, and the reading crisis at GS. The ability to work with teachers onsite was a strength of this project. I was able to gather data from teachers and share my findings with teachers. Teachers provided meaningful feedback that provided validity to this project. From the interviews, I was able to develop a 3 day workshop.

The workshop adds to the strength of this project. The workshop has potential to influence the implementation of programs at the local level. This project offered implementation of a reading program, but the workshop has the potential to influence the implementation of any type of program. Through an extensive literature review, I was able to provide evidence that a workshop was necessary. If the workshop is successful at the local level (GS), the likelihood of the workshop being successful at a larger venue (throughout larger school districts) increases. The second literature review I presented indicated the need for a sustained teacher support program, especially during the initial phases of implementing a reading program.

Another strength of this project is that it provides teacher the right tools to implement a program as intended. This becomes important because researchers develop reading program to mitigate reading problems in schools, but the results are not aligned to reading achievement. The lack of data, teacher support, and curricular design are factors that influence poor results. The workshop gives teachers the opportunity to overcome these obstacles.

Project Limitations

A few limitations are connected to this project. I developed this project to help teachers throughout the United States. The fact that I was able to recruit six teachers makes it difficult to generalize my finding to the rest of the country. A school with a higher number of teachers and a higher diversity of students might have a difficult time implementing this project. As I developed this 3 day workshop, I made sure I would address the need for a diverse student population.

Another limitation is that I invited English teachers to participate in this workshop. Perhaps other departments at GS should have participated. The focus was on ELA and that creates a limitation to this project. Allowing other teachers to be involved gives the project a higher likelihood to be generalized throughout schools in the United States. Last, I did not account for the different learning abilities that exist in the classroom. Although this project was to help teachers during the implementation process,

different learning abilities can have an impact on the implementation process. Therefore, more should have been done to acknowledge this potential barrier.

Recommendations for Alternative Approaches

There are two possible alternative approaches that I could have selected. The first alternative was to provide observations in the classroom to justify the implementation process. Observations would have given me details about the teacher's responsiveness and quality of instruction. Observations provide a snapshot of how a reading program is delivered. Also, through observations, dosage data could have been generalized. The observations would provide triangulation to my results because I can compare my interview data to observations notes.

Another alternative approach would have been to develop an intervention reading program that teachers would implement with high fidelity. This approach would have provided teachers with a reading program specifically developed to meet the needs of struggling readers. An intervention program provides a step-by-step approach to the delivery of a reading program. The intervention program can provide data that can assist the school to improve their reading scores. Moreover, an intervention program can be embedded during the school day, after-school, or on Saturdays. The flexibility of the intervention makes this alternative a possibility.

Scholarship, Project Development and Evaluation, and Leadership and Change

Four years ago, I did not know what I was embarking on when I enrolled at Walden University. Today, I am a different person because of this doctoral journey. I am prepared to work with schools, administrators, and universities. I have been exposed to the research process and this exposure has made me a practitioner for change. I understand that I do not have the answers to every problem; however, this journey has given me the tools to be able to solve any problem. I understand the importance of literature review to justify the actions a researcher takes to solve a problem.

The opportunity to develop a 3-day workshop based on literature reviews has broaden my horizons. I believe that I can have a positive influence on academia through my research skills. As a professional, I have had the opportunity to implement intervention programs at work using the skills that I gained as a doctoral student. I want to continue to grow as a practitioner and I want to contribute to the research community using my acquired skills.

I have become a more efficient leader with a high level of confidence. I understand the role that I will play in future. I will work closely with schools and district to help them solve academic problems. I will use a data-driven approach to act and help teachers become more effective. Teachers are lifelong learners that need to be guided, and I will use the theory andragogy to help teachers achieve success. My experience at Walden University has been wonderful and I am excited to make a change in society.

Reflection on Importance of the Work

I was able to take part in an amazing doctoral experience. Every professor and student I encountered was an amazing experience. The most wonderful experience I had was learning from my committee chair. My committee chair gave me the confidence and support to leap the tallest building. I am certain my work has the potential to expand beyond the local level. I want to continue to work on implementation fidelity because I believe it goes beyond the school system. Perhaps someday I can work with major corporation to help them implement programs that will help them become more successful.

I got into the profession of teaching to make a change one student at a time. However, there was something missing in my craft, I was not sure what it was. Now that I have gone through the doctoral program, I understand what was missing. The missing element was the importance of research during the teaching process. As a leader, anytime I deliver a presentation, I am cognizant of proving details that are supported by research. That is the most important skill I developed as a Walden doctoral student.

Implications, Applications, and Directions for Future Research

A three-day workshop was my selection for my project study. The project provides teachers with the tools to be successful during the implementation process of their reading program. This project can help teachers throughout the country feel confident and supportive as they deliver a reading program. The project provides teachers

with first-hand knowledge of implementation fidelity. Providing teachers with a structured approach to the implementation process helps teachers become more effective. Teachers use data to collaboratively make adjustment to a reading program. Also, the data provides the reasons an event (teaching a reading strategy) is or is not successful. This becomes important because teachers have empirical evidence to justify the outcome. Any teacher can follow the workshop's recommendations and be successful in the delivery of a reading program. Therefore, the implications for social change becomes evident because the project provides any teacher the opportunity to implement a reading program with high fidelity. Literature review supports the need for this type of project throughout schools in America. A reading program that is implemented with high fidelity can lead to greater student achievement in the classroom.

I hope the information I delivered can help school districts implement programs with high fidelity. Moreover, I hope this study can provide teachers the necessary tools to answer questions that are derived from unknown events that cause program to fail. Research has guided me to believe that programs are intended to work, however there are many variables that are not well document that lead to failure. I was able to discover that these unknown variables can be identified via implementation fidelity.

The findings of this study open the doors to explore possibilities for further research. One possibility is to create intervention programs that are implemented using a fidelity checklist, and classroom observations. Together these two elements can provide a

greater impact on reading achievement because the fidelity aspect of the program can provide the framework for the intervention. Also, the observations can provide greater validity to the reading program by triangulating data collection during the delivery of the program. Salient data reveals that teacher support is paramount to the success of a reading program. Also, a reading program must provide sustained support for teachers. If these two variables are present, there is a higher chance of implementation fidelity.

Conclusion

This project stems from experience of implementing programs that did not work. Leaders at my school gave me the daunting task to implement reading programs to students that did not want anything to do with reading. The lack of support and guidance made me realize that it was not the program that did not work, it was a broken system that needed support. District leaders must do more than blindly lead a teacher to fail. Through research I learned how to guide teacher to success. I acknowledge the gap in practice by districts leaders that make this a local problem. The local problem was at a small school that struggled with the implementation of a reading program. Through the delivery of a three-day workshop on implementation fidelity, the workshop provides teachers with the support and tools to deliver a reading program with the intent to succeed and create social change in our communities.

This project was grounded on Knowles' theory of Andragogy. The research designed used in this study was a qualitative case study. The local problem was guided by

three research questions. The collection of data was made possible via a semi-structured interview of six teachers. Emerging themes were made possible by the organization of data and the process of coding. Research findings revealed several factors affecting the current reading program. I was able to create a three-day workshop to mitigate the reading program's dilemma at Gamma School. The three-day workshop provides teachers with the proper training to deliver their reading program with high fidelity. The positive social change that this study has on academia is the positive impact it has on teachers to deliver a successful reading program. Successful implementation of reading programs will lead to more advanced and literate nation.

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Appendix A: The Project

Incorporating Implementation Fidelity to a Reading Program

The Purpose

Findings from my investigation indicated that there is a need for a three-day workshop at Gamma School. The purpose of the workshop is based on results from three research questions. The workshop was developed to bridge the gap between the delivery of the reading program as intended and the provision of sustained teacher training throughout the academic school year. Finding suggests that a reading program is in place but can be enhanced via implementation fidelity. Teachers requested training on the five elements of implementation fidelity (adherence, differentiation, program quality, dosage, and teacher responsiveness). The workshop will provide teachers with background information on the five elements of implementation fidelity (IF). Also, the training is intended to provide teachers with the opportunity to implement the IF into their reading program. The workshop provides a platform for teachers to work collaboratively to develop an assessment cycle, student learning outcomes, fidelity checklist, and reflective practices to improve program quality and teacher responsiveness.

Teachers can expect to gain experience using data to drive a reading program. The use of a fidelity checklist provides teachers with a tool to collect data and use that data to make decisions that will enhance the reading program. The collection of data gives

teachers information to understand the intricacies of their reading program's results. Furthermore, teachers are given time to develop program goals and objectives derived from data collection. At the end of each workshop teachers will be given an opportunity to discuss their own learning via reflection practices and provide presenter feedback. Allocating time for teacher reflection establishes teacher autonomy, allowing teachers to feel a sense of belonging to the reading program.

The Goals

The overarching goal of the workshop is to provides teachers with the proper tools to bring together a reading program and to solidify their role within the reading program. The result of the workshop should be teachers acquiring the depth of knowledge to deliver a sustained and structured reading program at Gamma School. I have developed three main objectives for this workshop:

1. Explain the importance of Implementation fidelity (IF)to a reading program
2. Develop student learning outcomes associated to IF
3. Develop a checklist that will be used for the reading program

Target Audience

The target audience for this workshop is limited to teachers at GS. However, I have the aspirations to provides teachers across several districts the opportunity to be part of this teacher training workshop. Teachers at GS that are participating in the reading

program will benefit from this workshop because it provides teachers with immediate use of the content presented to the teachers. Therefore, these teachers will be the primary audience of the current workshop. The current reading program provides a two-hour teacher training and sporadic times to prepare for the reading program delivery. My workshop differs from their current teacher training because this workshop is structured to be specific to meet the needs of the reading program.

The timing of the program works in favor of the school. The workshop will take place prior to the start of the 2020-2021 school year. Time has been allotted for me to present during the five buy-back days teachers receive before the school year begins. I will use the first three buy back days to deliver the workshop. The workshop will comprise of three sessions. The three sessions are delineated in tables 8, 9, and 10.

Table 8

Day 1: Session 1

Timeframe	Activity
8:00-8:10	Introduction
8:10-8:25	Ice Breaker Activity
8:25-8:35	Goals and Objectives
8:35-8:50	Pair share activity regarding existing reading program

8:50-9:10	Overview of Implementation Fidelity
9:10-9:20	Break
9:30-9:40	Understanding Implementation Fidelity
9:40-10:00	Whole group share out
10:00-10:10	Q & A sessions
10:10-10:20	Literature Review summary
10:20-10:40	Jigsaw Reading Literature Review
10:40-11:00	AVID strategy (summarizing the literature review process)
11:00-11:05	Break
11:05-11:25	Measuring the five elements of implementation fidelity
11:25-11:50	Practice time
12:00-1:00	Lunch Break
1:00-1:30	Gallery Walk focus is on the five elements
1:30-1:40	Importance of Student learning outcomes

1:40-1:50	Rally Robin on student learning outcomes
1:50-2:00	Whole group list on student learning outcomes
2:00-2:10	Deciding as a group 3-5 student learning outcomes for reading program
2:10-2:30	Introduction to pacing guides
2:30-2:40	Deciding on a monthly, quarterly, or semester plan for reading program
2:40-2:50	Reflection practice 1
2:50-3:00	Closure

Table 9

Day 2: Session 2

Timeframe	Activity
8:00-8:15	Revisit Day 1 – looking at yesterday's data
8:15-8:20	Goals and objectives
8:20-8:30	Questions (parking lot)

8:30-8:40	Introduction to instrumentation
8:40-9:00	How to select the right instrument
9:00-9:10	Fidelity Checklist
9:10-9:20	What is a FC
9:30-9:35	Breakdown of each component
9:35-9:45	Adherence
9:45-9:55	Dosage
10:00-10:10	Quality
10:10-10:20	Differentiation
10:20-10:30	Responsiveness
10:35-10:53	Looking at SLO to establish the FC
10:35-11:25	Practice time
11:30-12:00	Evidence of work presentations
12:00-1:00	Lunch
1:00-1:15	Recap of the morning session

1:15-2:30	Break out groups to work on Fidelity checklist expectation Incorporate
2:40-3:00	Survey completion and end of the day

Table 10

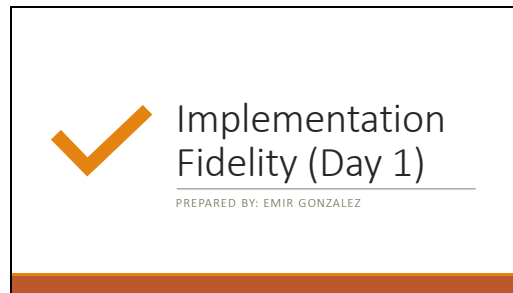
Day 3: Session 3

8:00-8:10	Introduction to workshop
8:10-8:20	Recap of Day 2
8:20-8:30	Goals and Objectives
8:30-8:45	Prepare for group presentations
8:45-9:30	Group Presentations
9:30-9:40	Break
9:40-10:40	Developing a pacing plan that is aligned to the reading program
9:40-11:00	Presentations
11:00-11:05	Introduction to Andragogy
11:05-11:15	What is Andragogy

11:15-11:30	Why should the school incorporate Andragogy to the reading program
11:30-11:55	Components of Andragogy
12:00-1:00	Lunch Break
1:00-1:15	Continuing with Andragogy
1:15-1:30	Activity
1:30-2:00	Reflection Practices- Introduction to 3 strategies
2:00-2:15	Guided Practice
2:15-2:30	Wrap-up
2:30-2:45	Whole group discussion wrap-up
2:45-3:00	Exit ticket

To provide an overview of the three-day workshop, I will display samples of each PowerPoint. The first two slideshows will be used to set the foundation of the workshop. I will use the implementation fidelity PowerPoint to introduce the core components of the workshop (Implementation fidelity). The second PowerPoint will serve as a recommendation on how to develop and implement student learning outcomes.

In day two I will use a slideshow demonstrating the use of an implementation fidelity checklist. The slideshow delineates the process of using and implementing a checklist for a reading program. Day three I plan use two slideshows. The first slideshow will provide background knowledge on the use of a pacing plan for a reading program. The second slideshow focuses on the theory of Andragogy and how Andragogy can be used in a reading program.



Fidelity of Implementation (FOI) is defined as the extent to which an intended program is implemented and leads to a positive outcome in students (Guo et al., 2016).

Implementation Fidelity is "the extent to which participants (teachers) deliver the intended innovation and whether other participants (students) accept or receive or are responsive to the intended services, at the intended level of treatment strength" (Hulleman & Cordray, 2009).

What is Implementation Fidelity

Implementation Fidelity Constructs

- 1. Adherence:** The degree to which the participant(s) followed what was expected of them during the training session(s) (Dane & Schneider, 1998).
- 2. Dosage:** The amount of intervention participants received and reflects whether participants received the intended intervention (Guo et al., 2016).
- 3. Quality of Instruction:** The way implementers deliver the activities of the intervention (Nelson, Cordray, Hulleman, Darrow, & Sommer, 2012).
- 4. Program Differentiation:** Identifying elements present in the intervention and in the school curriculum that can be differentiated from one another (Disambury, Brannigan, Falco, & Hansen, 2003).
- 5. Participant Responsiveness:** The extent to which participants are engaged and responsive to the intervention (O'Donnell, 2008).

Why Implementation Fidelity?



PROVIDES MEANINGFUL DATA THAT HELPS EDUCATE WHO MATTERS



CONCATEINATES THE IMPLEMENTATION OF LEADS TO PROGRAM RESULTS



A HIGH LEVEL OF IMPLEMENTATION FIDELITY LEADS TO HIGHER STUDENT ACHIEVEMENT



THE DATA GATHER HELPS LEADERS MAKE ADJUSTMENT TO THE PROGRAM WITHOUT COMPROMISING THE INTENT OF THE PROGRAM

Level of Implementation Fidelity	Outcome Results	Inference
High	Positive	Good indication that the program is effective because implementation was done as intended and the outcomes were met.
Low	Poor	Not much can be said about the implementation of the program because it was not implemented as intended. Therefore, the outcomes were not met. This does not mean that outcomes were not met because of poor implementation. The next step should be to look at data and increase the level of implementation.
High	Poor	The program was implemented as intended but outcomes were not met. We can assume that the outcome was not due to a low level of implementation. The data collected should lead leaders to make adjustments to the program.
Low	Good	The outcomes were met but the program was not implemented as intended. Therefore, we can not credit the program as being effective.

Fidelity and Outcomes


Day 1: The use of student learning outcomes (SLO) for a reading program

PREPARED BY: EMIR GONZALEZ


Teachers will be able to:

1. Identify parts of an effective learning outcome
2. Develop/Assess student learning outcome for the reading program
3. Concatenate each learning outcome to implementation fidelity via a checklist

Learning Goals



A SLO describes what students should **know** and be able to **perform** once the task is complete.



Also, a SLO identifies the **skills** and **abilities** we want our students to demonstrate.

What are Student Learning Outcomes?

Elements of a Student Learning Outcome

<p>Characteristics:</p> <ul style="list-style-type: none"> Based on reading program Student centered Specific Actionable Observable Measurable achievable 	<p>Things to consider when developing a SLO:</p> <ul style="list-style-type: none"> Focus on what you want your learner to know and to be able to apply to the real world Describe measurable actions using action verbs Are they observable?
---	---

Looking at the characteristics of a SLO

Closer look Example:

The verb
or
Phrase

→

Why do
they
need to
know?

Students will be able to evaluate and track
their learning progress. **Students will
be able to evaluate and track**

Assessing student learning outcomes

Questions to ask yourself during the assessment cycle

Outcome

→

Curriculum

→

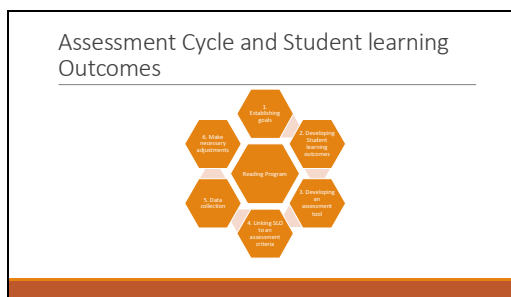
Pedagogy

→

Assessment
and Criteria

- What are we asking students to do?
- What does it take for the student to do well?
- What activities will be presented?
- How will the student demonstrate that they learned and under what criteria?

Assessing provides the opportunity to modify the curriculum and improve student success!



Implementation Fidelity Checklist (Day 2)

PREPARED BY: EMIR GONZALEZ

Implementation Fidelity Checklist						
Objectives	Dosage	Program Component	Specific Features	Adherence Yes/No	Quality 1= Low 2= Medium 3= High	Responsiveness 1= Low 2= Medium 3= High
Student Learning Outcome 1						
Student Learning Outcome 2						

Elements of IF checklist

Implementation Fidelity Checklist

Dosage

- Time allotted vs Actual time spent
- Frequency checks- Count the number of time teachers refer to the program component
- Amount of training received
- Duration of each component

Adherence

- Did the presenter/teacher follow the lesson plan
- This section is scored using a yes/no approach
- Focal point is scoring the specific feature (differentiation)

Implementation Fidelity Checklist

Responsiveness

How engaged are the participants (can be students or teachers)

Should be done using a likert scale of (1-5)

1= Low

3 = Medium

5= High

Quality of Instruction

Can be scored using a 1-5 liker scale

1= Low

3 = Medium

5= High

Quality of instruction focuses on the delivery of the lesson.

As a group you can determine the elements that make up the quality of instruction

Organization, Engaging, clear, confusing, too fast

Differentiation/ Specific Feature



An important element because it helps measure other construct of IF



Identifies what is different from the regular reading program (the uniqueness of the feature)



Linked to the program component and student learning outcome



Helps make the program very clear




Identifies the exact components that will be assessed

Student Learning Outcome	Program Component	Dosage of Program Component	Program Feature/Differentiation	Adherence to Program Feature (Y/N)	Quality of Instruction (1-5)	Responsiveness (1-5)
Students will be able to explain the process of Photosynthesis	DCI	150 Minutes	1. Provide general overview of photosynthesis including terminology An explanation of Photosynthesis using a model Students practice three times Assess	Each one of the specific features must be assessed this section. The facilitator/observer will record 'Y' or 'N'	For each specific feature the observer will rate the quality of each feature	1.The overall responsiveness of the participant during the observation 2. Using a survey

Andragogy (Day 3)

PREPARED BY: EMIR GONZALEZ



Malcolm Knowles

- The father of Adult Learning
- Leading researcher on Andragogy
- In 1970 wrote the book titled: The Modern Practice of Adult Education
- Was one of the first researchers to distinguish between Pedagogy and adult learning (Andragogy)

What is Andragogy

Is a theory that describes how adults learn.

Is built on two main points:

1. Adults learners have experience and knowledge that can be incorporated into their learning
2. The learner should be the center of the learning process and not the instructor

There are 5 Assumptions of Adult Learners

1. internal motivation to learn
2. immediacy of application
3. readiness to learn
4. Valuable prior knowledge
5. self-directed learners

The 5 assumptions

1. Internal motivation- Adults are self-motivated because there is a sense of urgency to grow and learn
2. Immediacy of application- Adults are interested in learning what is valuable and relevant to their careers
3. Ready to learn- By now must adults understand the importance of an education, therefore they come ready to learn
4. Prior Knowledge- Adults have a great deal of experience in which they can connect to their learning process
5. Self- Directed learners- Adults have more self-confidence compared to children and are more likely to be part of their own learning process

Effective Practices

- SET A COMFORTABLE AND FRIENDLY ENVIRONMENT
- ESTABLISH NORMS RELATED TO THE 5 PRINCIPLES OF ANDRAGOGY
- MAKE THE TASK AT HAND ADULT CENTERED



Pacing Guide for Reading Program (Day 3)

PREPARED BY: EMIR GONZALEZ


What is a Pacing Plan

- A tool providing curricular continuity
- Identifies program expectations
- A quarter/semester/year road map
- Highlights time used in every learning target
- Links learning targets to assessments


- Clear expectations of the reading program
- Summative Assessment data
- Instructional Calendar highlighting program dates
- Allotted time for curricular modifications (as needed)
- Number of learning targets/student learning outcomes

What will the team need to develop a pacing guide?


Focusing on the process




Step 1: Determine how much time will be dedicated to the reading program




Step 2: Identify the Student Learning outcomes




Step 3: Review Assessment data




Step 4: Decide how much is needed for each lesson



Step 5: Allocate time for adjustments to the curriculum (re-teaching, intervention, etc.)



Step 6: Develop a tangible pacing plan



Step 7: Good luck!

Appendix B: Letter to the Principal of Gamma School

My name is Emir Gonzalez, and I am currently seeking my doctorate at Walden University. I would like to recruit a few teachers at your school for my research study.

The focus of my research is to determine the level of Fidelity of Implementation (FOI) by teacher during the delivery of a reading program. Reading scores throughout the district continue to be a problem and I would like to determine the success of a reading program if implemented with complete fidelity. The goal is to examine the structure and process of a reading program through the lens of FOI. This project will be carried out under the supervision of Dr. Michelle McCraney of Walden University.

The purpose of this email is to ask for your help in inviting English teachers to participate in my research study. I would like to interview English teachers that are familiar with the implementation process of reading programs. The interview sessions will last approximately forty-five minutes. I hope to meet with teachers offsite and not have to use your facility. Also, I would like to seek your help to deliver letters of informed consent to the teachers that will be participating. If you have any questions or concerns, I would be more than happy to meet with you at your convenience. I am grateful for your time and consideration of my request. I look forward to hearing from you soon.

Best,

Appendix C: Email of Invitation to Participate in the Study (Teachers)

Dear (),

My name is Emir Gonzalez, I am a doctoral student at Walden University. I am writing this email to invite you to participate in my doctoral study. The focus of my research is to determine the level of Fidelity of Implementation (FOI) by teacher during the delivery of a reading program. Reading scores throughout the district continue to be a problem and I would like to determine the success of a reading program if implemented with complete fidelity. The goal is to examine the structure and process of a reading program through the lens of FOI. This project will be carried out under the supervision of Dr. Michelle McCraney of Walden University.

In this email, you will find an attachment with a letter of informed consent for you to review. The informed consent is to provide you with knowledge about the investigation, it is meant to help you decide on whether or not you like to participate in the investigation. Please note that I am happy to discuss the details of my project at your request. If you agree to participate, please sign the letter of informed consent and I will be happy to collect the consent form from you a few days before our interview or on the day of our interview. Please take a few days to consider this opportunity. Again, this interview will take place at St. Gertrude at your convenience. Thank you for your time and consideration of my request.

Best,

Appendix D: Semistructured Interview Protocol

Thank you for your interest in this project study. You will be answering 15 questions, if you decide not to answer a question or you decide to withdraw from this study there is no penalty. Again, there is no risk to you professionally or personally. Again, thank you for your time and effort in this project study.

Interview Question 1: Who is involved in the development of the reading program?

Interview Question 2: What role did you play in the development of the reading program?

Interview Question 3: What is the degree of transferability of the reading program to the reading expectations in the classroom?

Interview Question 4: Did you receive training that prepared you to be an intervention teacher? If you did, how many times did you receive training throughout the program?

Interview Question 5: What was the duration of each training session you received?

Interview Question 6: How does the reading curriculum differ from the schools' English curriculum?

Interview Question 7: To what extent is the reading curriculum adaptable?

Interview Question 8: Was there a placing plan that required adherence, causing the reading program to be rigid in nature?

Interview Question 9: What are some evidence-based instructional strategies you utilized during the reading intervention program?

Interview Question 10: Are you familiar with the instructional decision-making process? Does this take place throughout the reading program?

Interview Question 11: How did your prior knowledge in reading intervention foster your ability to deliver the reading program?

Interview Question 12: What was your role in the development of the solutions to the reading gap at GS?

Interview Question 13: Do you consider the program to be problem centered?

Interview Question 14: How often do you reflect on your progress in the program to key stakeholders involved in the program?

Interview Question 15: What is your overall perception of the reading program at GS?

Appendix E: Sample Interview Transcript

00:01: Speaker: Ok let's get started. First off, thank you for taking the time to participate in my study. I will ask you a set of questions regarding implementation fidelity of the current reading program you are part of at Gamma School.

00:14 Speaker: Before I ask you the first question, I want you to understand that you are not obligated to answer a question you do not feel comfortable answering. Also, you have the right to withdraw from the interview at any point in time. I want you to feel comfortable during this process. You will be making a positive impact in my study. Again, the focal point of this investigation is to determine the degree of fidelity during the implementation process of the current reading program. Question 1, who is involved in the development of the reading program

00: 52 Participant 1: Me, Bridge Coordinator, and the district has a bulletin with certain requirements. My Bridge Coordinator has been the one that really supported me with what I needed, my paraprofessional, my students, and myself. The students have a choice (not every week do they have a choice) but I do give them choices. The choices are that they get to choose what they read. Every week I give them two articles of choice. I work closely with my paraprofessional, but at the beginning, I worked with the Bridge Coordinator. I talked to her about the vision and what the expectations were for the program. It is mostly on me, I tried it her way at the beginning, but it didn't quite work,

and it wasn't as effective. I found ways to make it work. I was able to incorporate everything they wanted me to, but in my own way.

02:33 Speaker: Thank you for your response. The Bridge Coordinator, how often was the Bridge Coordinator on campus?

02:40 Participant 1: At the start of the program she was here once every two weeks for 40 minutes. As the year went on, she was here less frequent. I guess I saw her 10-15 times the first year.

03:02 Speaker: As far as training is concerned, how often did you receive training throughout the year?

03:10 Participant 1: My first year I received about 10 hours of training. Last year I did not receive any training. A representative from the district provided a one-hour training via Skype.

03:21 Speaker: Was the training enough for you?

03:25 Participant 1: No. Not at all. I wish I could receive more training. There is a disconnect between the program and the school. They expect us to run with the program without the proper training and support.

03:44 Speaker: What would training look like to you?

03:49 Participant 1: I would like to see training happen at least once a month, Heck 1 every two months but keep it constant. I would like to see training throughout the year. I need to know there is someone there to support me and help me grow as a professional.

04:02 Speaker: Thank you for your response. I want to focus differentiation. How does the curriculum differ from the schools' English curriculum?

04: 08 Participant 1: It was the only curriculum.

04: 12: Speaker: Ok. Speak about differentiating.

04:15: Participant 1: I am not the teacher I am the facilitator. They were 15-minute rotations. This is what we are going to do today, watch me as we do it. Then we do it together and then you are on your own. If we have an hour long, then I have 15 minutes to speak and explain the lesson, and they have 45-minutes on their own. During that time, I come in and conference with a group of students and that is where the differentiation takes place. Students are choosing books at their level; we find their level through star testing. This is the skill you are working on and it is at your level. There is a model. You meet them where they are at.

04:56 Speaker: Thank you for your response