

Susan C. Loney
Secretary
NSEA EMAC
September 22, 2016

I just would like to share that I have finished the doctoral program that I have been working for years. I am sharing this with all of you because a feat of this magnitude could not have been accomplished without the Omaha Education Association, the Nebraska State Education Association, and the National Education Association that have helped refine my leadership skills, knowledge, confidence, and the abilities to continue to help and be an inspiration to all students, especially those who are English language learners and to those who are in poverty. Who would have thought that a person like me who is from an extreme poverty in a Third World country could write a dissertation? THANK YOU from the bottom of my heart!

The title of my dissertation is: Stakeholders' Perceptions of English Language Learners Meeting Adequate Yearly Progress in Reading. The qualitative case study's rationale was to examine the perceptions of stakeholders who have demonstrated knowledge of and proximity to the school's adequate yearly progress (AYP) to develop vocabulary strategies that may increase students' state test scores in reading. The conceptual framework was based on Gardner's multiple intelligences. The research questions focused on understanding stakeholders' perceptions of the proficiency of ELLs in reading, professional development for reading teachers of ELLs, recommendations for helping ELLs improve reading proficiency, and the challenges reading teachers face in ELL classes. Semi-structured interviews with each participant were transcribed, color-coded, and analyzed using holistic and typological analysis techniques to search for and develop themes and patterns. Findings revealed a need for teachers to receive

professional development training related to improving ELLs' vocabulary to improve their reading proficiency. A 3-day professional development curriculum project was developed to focus on teaching effective vocabulary strategies. This study has implications for social change focused on improving teachers' capacity to work with ELLs and to improve their reading scores which have lasting impact on students' lives.