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Strategies for Teaching Reading Comprehension to Children of Migrant Workers

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Walden University
2019

Abstract

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MS, National University, 2008

BA, Central State University, 2000

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

A high percentage of migrant students are not meeting state content standards in readability and legibility within a small independent school district located in California's Central Valley. Prior research indicates that if a student is not proficient in reading skills by the 5th grade, academic success will not be attained effecting the student, parents, educators, and economics of the community. The purpose of this exploratory qualitative case study was to explore the teaching strategies that were used to help migrant students increase their reading comprehension skills. This study has its theoretical basis in the learning theories of Dewey, Slavin, and Yousevand which hold that students need to be active participants in the learning process. This case study was guided by the following areas of inquiry: (a) identifying training and strategies used by teachers, (b) identifying the specific obstacles, (c) identifying methodologies, and (d) how these methodologies address the specific challenges of migrant children. A semi-structured interview schedule, observations of 5 Language Arts classes, and field notes were used as data collection tools. Interviews were conducted and included 5 English teachers, 1 principal, 1 guidance counselor, and 1 community liaison. The data were analyzed and coded with common themes. The key results confirmed (a) varied teacher perceptions of differentiated instruction, (b) language and cultural barriers, (c) lack of knowledge and vocabulary, (d) minimal parent involvement, and (e) financial issues and mobile lifestyle. This project study informed specific recommendations for a Saturday computer lab incorporating computer-assisted instruction. The outcomes of this study have implications for social change for migrant and ELL students by empowering them to more effectively participate and make positive contributions to the global community.

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Dedication

To my husband, Alan, who has also sacrificed holiday time, vacation time, and quiet family time, and who fixed me many cups of coffee and healthy meals so that I could complete this project study.

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Section 1: The Problem

The Local Problem

A high percentage of students are not meeting state content standards in readability and legibility in a small independent school district with a large number of students who are children of migrant workers in California's Central Valley. English as a Second Language (ESL) students struggle with simple concepts such as sight words, blended sounds, and even basic phonemes (Liang-Chen, 2014). Teachers in this school attribute their migrant students' dismal reading comprehension skills to the unique combination of challenges faced by these children, including a migratory lifestyle, language, and limited parental involvement. This study explores how teaching practices and strategies can be targeted to help overcome the specific challenges faced by children of migrant workers to boost critical reading comprehension skills.

The mastery of reading comprehension skills is of great importance not only to the school, but more importantly, to the students' future academic success. The State of California specifies that by fifth grade, students should be able to read and comprehend grade-level-appropriate material and connect important ideas and perceptions of the text by using their knowledge of text arrangement, organization, and function (California Department of Education, 2017). By the fifth-grade level, students should be able to apply their reading skills to other content areas including social studies, math, and science. According to Grace (2015), it is important that students obtain mastery of these skills by this time, as they will soon be transitioning to the sixth grade and entering

middle school, where the academic demands and requirements become more challenging than those they are currently accustomed to within the K–5 elementary school setting.

According to the California Department of Education (2017), however, a large percentage of California students experience an acute deficit in reading comprehension. This has compelled teachers and researchers such as Crosson and Lesaux (2013) to investigate new strategies and assessments to improve the reading comprehension skills of the student population.

Rationale

Results for the past 3 years indicate that the Sierra Valley Union School District (pseudonym) was among the bottom 5% of low-performing districts in English language arts, as measured by Smarter Balanced test scores (California Department of Education, 2016). This poor showing correlates with risk factors endemic to the region, including a large population of students who are children of impoverished migrant workers with limited English language skills. Each of these risk factors—impoverishment (Hemphill & Tivnan, 2008; Nielsen, Winter, Leiker, Keetle, & Jackson, 2007), English language learning (Slavin, 2012), and migrants' mobility (Cranston-Gingras, 2016)—has been linked to poor reading comprehension skills.

The Central Valley of California encompasses an extensive geographic region (Umbach, 1997) in which there are several urban centers as well as national parks, but the area is largely rural, and its economy is chiefly based on agriculture. More than one-fifth (20.4%) of the households in the Central Valley have incomes below the federal poverty level (California Employment Development Department, 2017), 9% of households in the

Central Valley live in severe poverty (Curwen & Colón-Muñiz, 2013), 72% of the jobs in the region are low paying (Evans, Cashman, Page, & Garr, 2015), and the area has one of the highest rates of unemployment in California (California Employment Development Department, 2017).

The Central Valley has a much larger population of Hispanics than the nation as a whole (48.5% compared to 15.8%, respectively), and 68% of Hispanics in the region are migrant workers or immigrants (Stoner, Parette, Watts, Wojcik, & Fogal, 2015). Ninety-one percent of the students who attend Sierra Valley Union School District are Hispanic, and 100% of those students qualify for free and reduced-price lunch (FRL; California Department of Education, 2016). Approximately 17% of the Central Valley population has a high school diploma, whereas nationally, more than 82% of American adults over age 25 hold a high school diploma (National Center for Education Statistics, 2017). Workers who do not have much formal education, career preparation, or English language skills are often drawn to low-income, irregular, or seasonal agricultural employment prospects in the Valley.

The majority of students at Sierra Valley Elementary School are English language learners (ELL), and 43% are children of migrant farmworkers (California Department of Education, 2017). As such, in addition to the typical academic challenges that students of this age experience, many struggle with economic, cultural, and language barriers. Most critically, students of migrant workers move frequently, changing school districts each time, as their families follow the often-seasonal nature of their work or stay with friends or family between jobs. Different school districts often have different reading programs,

and children must make many other disruptive adjustments at any new school, further impeding their academic progress.

Evidence of the Problem from the Professional Literature

The combination of learning obstacles faced by children of migrant workers, factors that are bound up in the culture of migrancy such as poverty, language barriers, and mobility, not only impede the academic progress of this population, but also, according to the California Department of Education (2017), predispose migrant students to being at risk of dropping out of school early. Although poverty itself was not a focus of this study, it is important to demonstrate that it is a feature of migrant culture that is inextricably bound up with migrant students' failure to thrive academically.

Children of migrant workers are desperately poor and primarily Spanish speaking. The National Center for Education Statistics (2017) found that 94% of migrant farmworkers were Hispanic, with 80% of those born in Mexico. According to Doi, McKenzie, and Zia (2016), only 18% of farmworkers speak proficient English, while 81% speak primarily Spanish. For their demanding physical labor, farmworkers earn, on average, from $12,500 to $14,999 a year for individuals and $17,500 to $19,999 for a family (California Employment Development Department, 2017.

Poverty negatively affects students' motivation and ability to learn and has been found to be a primary factor in impaired reading comprehension (Anakwenze & Zuberi, 2013). However, only 20% of teachers feel trained to teach underprivileged students (Jiménez et al., 2015). Doi et al. (2016) suggested that there is a direct relationship between family poverty and achievement scores of children as early as preschool age.

Disadvantaged students in the first grade have a vocabulary that is approximately half that of a privileged student (Price, 2010). Price also found that lower income middle-school and elementary students scored lower in basic literacy skills than higher income students.

Economic necessity often forces migrant students, particularly teens, to work instead of attending school (Kindler, 2005). Approximately 37% of adolescent farmworkers work full time, and teenagers are often put in charge of their younger siblings (Platt, Cranston-Gingras, & Scott, 2011). Despite legislation to keep children out of the fields, children as young as 6 years old are still working in the fields (Platt et al., 2011). The research revealed that migrant children report frequently missing school for reasons other than illness. Absence from school to assist parents in translating or otherwise negotiating the system presents an important barrier to academic achievement (U.S. Department of Education, 2016).

The most significant and unique challenge faced by migrant students is mobility-induced educational discontinuity (Cranston-Gingras, 2016). Approximately 56% of U.S. farmworkers are migrants who travel more than 75 miles from home to do crop work. In 2011, Platt et al. reported that of this portion, 17% were “follow-the-crop migrants” who had two or more farm jobs located more than 75 miles apart, and 39% were “shuttle migrants” whose farm jobs were more than 75 miles away from their residences. While a majority of farmworkers have a home base in the United States, 42% have homes outside the United States, primarily in Mexico (Borrego, Douglas, & Amelink, 2017).

Traveling from one temporary site to another, along with limited English language proficiency, can lead some migrant students to drop out of school as early as the upper elementary grades (Quirk & Beem, 2012). Platt et al. (2011) stated that the cumulative effects of several years of this lifestyle can be devastating from an educational and emotional standpoint. Migrant children miss school when their families move from one work site to another (Kindler, 2005). Because of their mobile lifestyle, migrant students often start school late in the school year and leave early (Cranston-Gingras, 2016).

Hardships related to mobility can be compounded by cultural as well as economic factors. Family bonds and ties are of great importance in Hispanic cultures, and absenteeism from school is significantly high in the Hispanic population due to visits back to Mexico to visit family and to celebrate holidays and special occasions. In addition, Hispanic migrant workers often stay with friends or relatives between jobs. The family itself is often the most important, perhaps even the only, source of continuity in migrant children's lives.

Economic hardships as well as educational gaps place migrant children at risk of dropping out of school before graduation. Nationally, the dropout rate for farmworker youth is 45% (Borrego et al., 2017). On California state assessments of reading, migrant students score well below their majority peers due to these hardships.

Definition of Terms

The following list provides definitions of terms used in this study.

Augmented reality (AR): AR "is a secondary or direct view of a physical, real-

world environment whose characteristics are *augmented* (or enhanced and heightened) by computer-generated sensory input by magnifying and exaggerating video, sound, or graphics" (Church, Bland, & Church, 2016, p. 112).

California Assessment of Student Performance and Progress (CAASPP): The CAASPP system monitors and assesses student performance and progress in English language arts and math in Grades 5, 6, 7, 8, and 11, primarily through the annual Smarter Balanced assessment tests (California Department of Education, 2016).

Computer-assisted instruction (CAI): CAI includes "instructional activities that use a computer as the primary vehicle for teaching content or processes rather than one-to-one interaction with a student" (Selwyn, 2011, p. 76).

English language development (ELD): ELD is a "program or class" designed to help English language learners develop fluency (Petscher & Kim, 2011, p. 31).

English as a second language (ESL): ESL refers to "a program or class" designed to teach English language to nonnative speakers, or to those students (Petscher & Kim, 2011, p. 54).

Migrant: A migrant is a worker or child of a worker who moves frequently to find low-paid work, usually in agricultural or seasonal positions (Usher, 2004, p.10).

National Assessment of Educational Progress (NAEP): The NAEP, also known as "the Nation's Report Card," is a project of the National Center for Education Statistics in the U.S. Department of Education. The NAEP is a set of exams in a variety of academic subjects administered periodically to primary and secondary students across the United States to provide "continuing assessment of what America's students know and can do in

various subject areas" (National Center for Education Statistics, 2017, p. 21).

Reading comprehension: Reading comprehension refers to the level of fluency with which a person reads, incorporating comprehension not only of the words of the text but also the information it conveys "outside the message or text" (Kelsey, Mata-Claflin, Holland, & Castillo, 2011, p. 77).

Second language acquisition (SLA): SLA is the process of learning a second language (Petscher & Kim, 2011, p. 44).

Smarter Balanced: The Smarter Balanced assessment system, part of CAASPP, includes annual English language arts and math assessment tests that are administered to Grades 3, 4, 5, 6, 7, 8, and 11 to evaluate student academic progress (California Department of Education, 2016).

Transferability: Transferability refers to the inference that research results from one situation "would be the same or at least similar" in a different research situation (Petscher & Kim, 2011, p. 45) when the "environment or situation" is sufficiently similar (Petscher & Kim, 2011, p. 84).

Significance of the Study

Numerous studies have explored the reading comprehension of ELL students (Alessi & Dwyer, 2008; Begeny, Ross, Greene, Mitchell, & Whitehouse, 2012; Crane, Huang, Huang, & Derby, 2008; Hemphill & Tivnan, 2008; Quirk & Beem, 2012). By combining original field research with information from the literature and previous research studies, this study explored the reading comprehension strategies and methodologies used by teachers to address those impediments, especially those

associated with migrancy, including language learning, limited parental involvement, and to the extent possible, mobility.

Research Questions

This study focused on the strategies that teachers at Sierra Valley Union Elementary School use to teach reading comprehension to children of migrant workers. Four research questions guided this study:

RQ 1: How are teachers trained to teach reading comprehension strategies to children of migrant workers?

RQ 2: What specific obstacles or challenges impede the reading comprehension progress of children of migrant workers?

RQ 3: What strategies do teachers use to teach reading comprehension to children of migrant workers?

RQ 4: How do the reading comprehension strategies and methodologies that teachers use address the specific challenges and obstacles faced by children of migrant workers?

Review of the Literature

Conceptual Framework

This study has its theoretical basis in the learning theories of Dewey and Slavin, as well as findings introduced by Yousefvand. Reading is a complex activity. A significant element of reading comprehension is the reader's capacity to incorporate current information with information mentioned previously in the text (Yousefvand, 2010). Dewey as cited in Jenlink (2009) argued that students need to be active recipients

of information by discussing and deliberating in groups and collectively participating in the learning procedure together rather than passively receiving information. Dewey argued that the education process should concentrate on the subject material to be taught. He held that content must be depicted in a way that lets the student relate the information to prior knowledge. He recommended a hands-on approach to learning or a down-to-earth education interconnected with experiential learning.

Dewey as cited by Jenlink (2009) also stated that the teacher should play an active role in the learning process and should be a guide and mediator for the actively participating student. For Dewey, the teacher should not stand in front of the class and lecture to passive students, but should become an active partner with the student in the learning process. It was Dewey's contention that the teacher should also inspire self-reliance and self-motivation in the student to investigate the topic. This viewpoint has been very influential in education, and now, even a century later, it is currently employed with increasing fidelity in elementary and preliminary programs. Slavin (2012) noted disparities between English learners and English-proficient students, and explained that educators must focus on the reading abilities of English learners in more effective ways to guarantee their success in the future. He also stressed that the most important component in the education of English learners is the teacher's level of training and proficiency in instructional methods and strategies. Furthermore, Slavin argued in favor of professional development, collaboration, cooperative learning, tutoring, parent support teams, and supervision of completion and conclusions for instructors.

Literature Review Procedure

My research centered not only on reading comprehension teaching methodologies, but also on the features of migrant culture that impact the academic achievement of children of migrant workers, including poverty, language learning, mobility, and parental involvement. In studying reading comprehension skills. I focused on (a) delineating and contrasting the reading comprehension paradigm, (b) cognitive models of comprehension, (c) visual and verbal cognitive processes, and (d) comprehension abilities and processes. The study focused on teaching methodologies and how they target the most salient features of migrancy that can be addressed in the classroom: language learning, parental involvement, and, to the extent that it can be addressed by instruction, mobility.

Teaching methodology. A variety of instructional strategies and activities can help students to become proficient readers. Before describing them, it helps to briefly review the literature explaining how reading comprehension works and how students learn to understand information after it is read. Specialists and educational scholars have produced a large body of knowledge regarding how readers achieve meaning from what they read (Goodburn, 2009). Reading instruction was formerly rooted in a concept of reading as an application of a set of isolated skills (Hemphill & Tivnan, 2008). These skills include finding main ideas, understanding cause-and-effect relationships, identifying words, as well as the ability to contrast, sequence, and compare elements of a text. These, taken together, were understood as reading comprehension (Hemphill & Tivnan, 2008).

Researchers have taken a more holistic approach to understanding the mental processes that contribute to better reading comprehension (e.g., Tong, Irby, Lara-Alecio, & Koch, 2014). Borowsky, Esopenko, Cummine, and Sarty (2007) developed a new hypothesis that reading is a multifaceted and active process of piecing together meaning, and not merely a skill. For example, Borowsky et al. found that humans do not seem to fixate on every word in a text but process some words while supplying the missing information by using context, a finding with large implications for ELL students whose language barriers may cause them to misunderstand the context. This more holistic understanding opens up teaching methodology to new and creative approaches that expand reading comprehension learning beyond the confines of the written words of the text. Some of these new reading comprehension strategies include differentiation, perusal, augmented reality, prior knowledge, and cooperative learning.

Differentiation is a flexible and organized way to proactively adjust teaching and learning methods to accommodate each child's learning needs (Naude, 2014). Educators can differentiate based on the individual in four areas: (a) product, (b) process, (c) content, and (d) learning environment. The product is essentially what the student produces at the end of the lesson to demonstrate mastery of the content: tests, evaluations, projects, reports, or other activities. Process is the stage of differentiation that allows students to learn based either on the method that best facilitates their learning or that challenges those most. The content of lessons may be differentiated based on prior knowledge, or what students already know (Borrego et al., 2017). The learning environment includes the physical layout of the classroom, the way that the teacher uses

the space, environmental elements, and sensitivities including lighting, as well as the overall atmosphere of the classroom (Tomlinson, 2003). Ongoing assessment is essential for success in this teaching methodology. Assessment provides feedback for both the educator and the student with the final goal of refining student learning. Differentiation can be a valuable tool in teaching reading comprehension to children of migrant workers because it allows the teacher the flexibility to adjust lesson plans to accommodate their unique combination of challenges.

Anakwenze and Zuberi (2017) suggested that perusal is among the first skills that all students need to learn. If the teacher is directing a student to read out of a book with pictures, the teacher directs the student to look through the pictures before even beginning to read the text. Picture clues serve as a guide, giving students a general idea of what they are getting ready to read and learn about. This strategy works for fiction and nonfiction alike, as well as for information-gathering across the curriculum. If the teacher is directing reading of a text without pictures, it is recommended that students talk about the title, read the blurb, skim the first few pages of the first chapter, and repeat the general idea of the story. Perusal can be an effective strategy when teaching reading comprehension to ELL students because it shows them how to use extra textual clues to develop understanding (Anakwenze & Zuberi, 2017).

Augmented reality is a live direct or indirect view of a physical, real-world environment whose elements are *augmented* (or supplemented) by computer-generated sensory input such as sound, video, or graphics (Häkkinen et al., 2017). Techniques include speech recognition systems that translate a user's spoken words into computer

instructions, visual detection of a user's body movements, or peripheral devices such as a wand, stylus, pointer, glove, or other body wear such as glasses. Häkkinen et al. (2017) suggested that this learning system benefits students who are learning English as a second language (ESL). Web-based interventions such as Reading Buddy Software have been found to improve the reading comprehension of fifth-grade students (Meyer, Wijekumar, & Lin, 2011). Cranston-Gingas (2016) explained that software applications such as Reading on the Move, Painting Pictures with Words, Reading Buddy Software, Reading Buddy Books, and Read Naturally are effective programs for building reading comprehension skills for migrants. These programs contain speech recognition technology that listens, responds to, and teaches young struggling readers.

Using prior knowledge helps the teacher build on migrant students' strengths. Children of migrant farmworkers spend parts of each school year in different communities across the country; some children migrate back and forth between schools in Mexico and the United States. Prior knowledge benefits the student if the teacher calls on it to enhance the meaning of stories and to help the student make a connection between the past and present, text and real life. Teachers can incorporate students' diverse experiences and the richness of their cultures and languages into lessons. Examples include recognizing migrant children for their travel experiences or their knowledge of geography. Building on these experiences and capabilities validates students' knowledge. Such validation enhances students' self-image and sense of self-worth (Kelsey, Mata-Claflin, Holland, & Castillo, 2011).

Both theory and research support cooperative learning as an effective instructional strategy. Studies have shown that migrant students do well in cooperative learning settings because they sense that other students are encouraging and supporting their efforts to achieve (Tomlinson, 2003). Cooperative learning lowers anxiety levels and strengthens motivation, self-esteem, and empowerment by using students as instructional agents for their classmates (Platt et al., 2011). Students take responsibility for both their own learning and the learning of their peers. By becoming active group participants, they gain equal access to learning opportunities.

Migrant students present a challenge to the educational system, and at the same time, they enrich it. Some of the enriching factors that these students bring into schools are their cultural and ethnic heritage and their knowledge of more than one language. They also have extensive travel experiences and first-hand experience with the nation's agricultural, dairy, or fishing-related industries. It is important that educators build on the richness of migrant students' experiences and culture to make learning more meaningful. Encouraging positive ethnic affiliation serves multiple purposes. It can influence the development of values, attitudes, lifestyle choices, and approaches to learning (Platt et al., 2011). Nurturing ethnic affiliation also helps all students learn about and respect other cultural groups' heritages and histories while keeping their own culture instilled in their hearts and their minds. Educators should present authentic real-life examples to students, make content information culturally relevant, and use instructional strategies that promote cooperative learning and develop students' metacognitive skills.

Parental involvement. For many years, researchers have acknowledged the association between parental participation and student achievement (DaSilva-Iddings & Rose, 2012). This is especially important in the lives of young students. Holcomb-McCoy (2010) found that children whose parents are involved in their education are more motivated and do better in school than children whose parents are less connected. According to this author, the advantages of increased parental involvement in education include better and higher scores on tests and classroom grades, an increase in positive attitudes and positive behaviors, more successful school programs, and more effective school environments.

The involvement of migrant parents in their children's education is even more critical than for other students, because the mobility of these families often makes the family the only source of continuity in these children's lives as they move from place to place and school district to school district. But Hispanic migrant parents face unique impediments to being more fully engaged in their children's education.

Primary among these obstacles is a perception that they are not valued or treated with consideration by their children's school. Good manners and respect for the elderly and authority figures play a key role in families of Mexican origin, and thus respectful and polite interactions between schools and the parents of migrant children are critical to encouraging parental participation in education (Church, Bland, & Church, 2016). However, according to Holcomb-McCoy (2010), Hispanic parents often state that they feel that educators do not respect them, are condescending in their attitudes, and treat them like elementary school children. Although 72% of Hispanic parents stated that they

would like their opinions to be respected and would like to be able to obtain specific data regarding their child's progression as well as areas of need, instead Hispanic parents often feel offended at school conferences (Holcomb-McCoy, 2010).

Maintaining the Spanish language within the family is an everyday practice in most Hispanic homes, and often parents do not speak as much English as their children, but the language proficiency of parents must be respected and accommodated. Spanish interpreters at school could facilitate more Hispanic parental participation.

In addition to cultural and linguistic barriers to parental involvement, Hispanic parents often may have problems helping their children with homework because they themselves lack skills in mathematics and reading (Landale, Thomas, & Van Hook, 2011). When parents have had little formal education, as is the case with many migrant workers, they are unable to provide the same assistance with schooling that other parents with formal education can. They are often hesitant to ask for assistance because of language and cultural obstacles (Magnuson & Waldfogel, 2005). Specific consideration should be given to developing and maintaining trust, so that Hispanic parents become more involved in the learning process (Galindo, 2005).

Language barrier. This study focused specifically on reading comprehension instruction for migrant children, so the impact of language learning must be considered. Children who are from immigrant households are the fastest-growing student populace in American schools today (Passel, 2011), and more than half of full-time teachers have limited-English-proficient students in their classrooms (National Center for Education Statistics, 2010). Quirk and Beem (2012) questioned the advantages of English-only

reading instruction. Generally, ESL pupils receive only 30 minutes of English language development (ELD) instruction and for the remainder of the day attend general education classes taught by teachers who do not have specific training in teaching ELL students. English learners with dissimilar levels of skills are usually grouped together with a single teacher to deal with their varied needs.

Because reading comprehension is a complex skill and part of a larger, progressive process, ELL students who must master a second language face a double burden. Svetina, Gorin, and Tatsuoka (2011) suggested that the most challenging reading comprehension skills relate to complex cognitive processes, while skills that tap into basic cognitive processes (e.g., word meaning) relate to simple processes. Christopher et al. (2012) investigated whether differing executive memory speeds control second language usage and acquisition. That is, how do basic cognitive processes impact second language ability? They suggested that the general processing of working and memory speed are distinctive predictors of comprehension and fluency. For example, working memory is responsible for the processing and manipulation of information. Working memory is an important process for reasoning and guidance of decision making. Speed memory is the process of memorizing visual images, abstract thoughts, recognition of words, and related meanings in rapid and repetitive succession.

Both working memory and speed memory are essential for navigating complex cognitive tasks such as reading comprehension, learning, and reasoning (Yousefvand, 2010). Yousefvand (2010) maintained that an important factor in the reading comprehension process is readers' ability to assimilate current information with

knowledge mentioned earlier in the text. If ELL students misunderstand or incorrectly remember what was in the earlier part of the text, which is a distinct possibility if they stumble over the language, they are likely to have difficulty with the remainder. DaSilva-Iddings and Rose (2012) indicated that incorrect understanding of information systematically affects both type and substance of processing and can cause delays in the reading process.

The primary factor influencing ESL acquisition appears to be the language input that learners receive. Learners become more advanced the longer they are immersed in the language they are learning and the more time they spend doing free voluntary reading. Therefore, the more time that English language students speak English and read English, the better reading fluency and comprehension will become (Perfetti, Chin-Lung, & Schmalhofer, 2008). Nevertheless, although migrant children are taught primarily in English outside their language arts classes, their reading comprehension still lags and must be addressed by teaching methodology as well.

Implications

The paucity of research on poor reading comprehension among children of migrant workers reflects the complexity of the obstacles these students encounter. By studying the strategies and methodologies used to teach reading comprehension to ELL/migrant students at Sierra Valley Elementary School, this study will inform specific recommendations for programs, labs, and strategies, including CAI, aimed at improving these students' reading comprehension skills.

Summary

Section 1 included an overview, problem statement, research questions, conceptual framework, and purpose for this exploratory qualitative case study. My focus in Section 1 was to provide a background of the Hispanic migrant worker community and to document the poor reading comprehension skills of migrant students in the Central Valley of Southern California. Section 1 also identified the primary factors that contribute to low reading comprehension scores of these students, including not only teaching methodology but also the cultural impediments of migrancy, including poverty, the language barrier, low parental involvement, and mobility. Because poverty and mobility are intractable features of migrant culture, the study focused primarily on the factors that teachers can control in the classroom, including teaching methodology, language learning, and parental involvement. As mobility is a principal factor in migrant student difficulties, the study will also seek to find ways its impact can be mitigated in the school setting.

Section 2 included the methodology used in this study including research design, case study approach, participants, data collection, data analysis, role of the researcher, and summary. The research was an exploratory qualitative case study and gathered data through interviews and observations with teachers and administrators from Sierra Valley Elementary School, as well as my field notes and reflective journals. Data were analyzed using Hatch's (2002) nine-step typology.

Section 3 described the research project, a CAI lab for parents and students, including its goals. Section 3 included the scholarly rationale for the choice of project in

the context of the problem being studied. It also provided a review of the research and theoretical literature underpinning the project.

Section 4 included a discussion of the results of the project, including both its strengths and its weaknesses. In Section 4, I analyzed the knowledge gained from the project, from both a professional and personal perspective, and propose potential future research into the problem that might build on the results of this study.

Section 2: The Methodology

Research Design and Approach

The purpose of this exploratory qualitative case study was to examine the reading comprehension teaching practices and strategies that teachers use to overcome the specific challenges and obstacles encountered when working with children of migrant workers at Sierra Valley Elementary School in California.

Qualitative Research

For this study, which explored the subjective experiences of teachers and administrators, qualitative research was more appropriate than quantitative research because the findings could not be quantified. Qualitative research entails the collection and use of a variety of forms of empirical data. The obtained data allow researchers to acquire increased knowledge of the subject matter (Denzin & Lincoln, 2011; Yin, 2009). Qualitative research does not generate definitive deductions and can only be used to disclose how people comprehend and state their opinions and thoughts about a problem or subject. Research bias throughout the process can pose a problem, in that researchers can bring their own point of view and assumptions, however unconscious, to the gathering and interpretation of data. For this reason, the conclusions drawn from qualitative methods cannot be broadened to widespread populations with the same degree of conviction that quantitative analyses can, as the findings are not tested to determine whether they are statistically substantial or due to chance (Denzin & Lincoln, 2011).

Because qualitative research is often contingent on researchers' individual conclusions and is dependent on researchers' interpretations, qualitative researchers must

safeguard against being influenced by personal bias. In this research, I strove to be unbiased, nonjudgmental, open-minded, understanding, and always very professional.

Because qualitative research results cannot be easily generalized to other populations, qualitative research is often exploratory and adapts to the prerequisites of a single population (Lodico, Spaulding, & Voegtle, 2010). In this study, the findings might be generalized across the Central Valley and potentially to other similar areas, but they do not necessarily apply to all areas with reading problems, poverty, and Hispanic populations.

Case Study Approach

This research took the form of a case study. A case study is more about a range of what is being studied than an operating choice (Yin, 2009). Case study research can broaden knowledge or increase the depth found in prior research, assist researchers by expanding knowledge of a complex problem, and add motility to a partial number of events and their connections. The case study method becomes more appropriate when issues pertain to community-based problems (Dewey, as cited in Jenlink & Lowery, 2019), as in this study. Gerring (2007) indicated that case study is becoming a more popular method of research as researchers learn more of the limitations of quantitative methods. The examiner in quantitative research often has obstacles in delivering comprehensive explanations of the social problems in question. Case study research usually answers one or more questions that begin with *how* or *why*. A major strength of the case study method is that it is necessary to use sources and several procedures in the data-gathering process. Methods of gathering data may include documentation

assessment, observations, and interviews (Baxter & Jack, 2008). The systematic collection of data is imperative to prevent researchers from becoming overwhelmed by vast amounts of information and possibly losing sight of the initial research questions and purpose.

A vital decision for a case-study researcher is whether to select multiple cases or a single case. Because of the specificity of my research subject, a single case study was indicated. A case study can incorporate more than one unit of rooted analysis. It is important that researchers refer back to the objective of the study so that they know where to look for evidence. Researchers need to satisfy the purpose and answer the proposed research questions by finding evidence and facts.

Researchers conducting case studies compartmentalize and reference data by using field notes and databases. Using field notes, researcher's record work in progress and instinctive ideas, and they address proposed questions. They also provide early indications of developing patterns. Continuous and succinct dialogues and interviews may be essential to gather additional data to authenticate facts and observations (Baxter & Jack, 2008). Following Yin (2009) as a model, I conducted this empirical study to investigate a phenomenon in a real-life context.

Participants

Criteria for Selecting Participants

This exploratory qualitative case study used purposeful homogeneous sampling. Denzin and Lincoln (2011) stated that purposeful sampling can assist researchers with the reasoning to generalize from a sample that is being examined and assess whether the

generalizations are logical, theoretical, or systematic in nature. Purposive sampling provides a wide range of nonprobability sampling practices for researchers to take into consideration. A purposeful standardized sample is often selected when the research question being addressed is pertinent to the properties of the group of interest—in this case, children of migrant workers. These properties are then examined in detail (Yin, 2009). Homogeneous sampling is applied when the goal of the research is to define and comprehend a specific group in depth, as was the case in this research.

Sierra Valley Elementary was chosen for this case study because its large population of migrant students provided an especially rich environment for studying reading comprehension teaching strategies for this underresearched student population. The invited participants included all teachers at Sierra Valley Elementary who worked with ELL/migrant students, as well as its sole principal, community liaison, and guidance counselor. The requirements for teachers who participated in the study were that they had taught at Title I schools for 5 years, were fully credentialed, and had 2 or more years of experience instructing ELL/migrant students. The community liaison needed to have 2 years' experience in working with migrant parents and their children. The principal needed to have 2 years' experience as an administrator at a school that had migrant students, and the guidance counselor needed to have 2 years' experience in working with migrant parents and their children.

Justification for the Number of Participants

The participants selected were those who had experience in teaching and working with migrant students and their families. A sample size is considered sufficient when

added interviews do not result in the naming or identification of new concepts, a point referred to as an end, data capacity, or saturation (Kuper, Reeves, & Levinson, 2008).

The sample size was established by the level of accuracy needed in the population estimations. A qualitative sample should represent the diversity of the phenomena that are under study within the target population. While a large random sampling may attain this aim, such a method may prove to be difficult and lack efficacy. It is both reasonable and more efficient to purposively select a varied sample with the aim to cover all existing relevant varieties of the phenomena (Kuper et al., 2008). A saturation level is reliant upon the type and level of diversity that are considered relevant. It may be sufficient to choose a smaller number of participants for a single case study, as this may provide adequate saturation (Yin, 2012).

The participants in this exploratory qualitative case study included all five of Sierra Valley's general education teachers who taught intervention-reading skills and ELD to ELL/migrant students, as well as the school's principal, community liaison, and guidance counselor.

Participant Selection Procedure

The objective in the selection of participants is to obtain a representative sample so that the attained findings can be generalized to the population (Denzin & Lincoln, 2011). An important factor in sampling is the accessibility of people who will consent to collection of data about them (Denzin & Lincoln, 2011). The principal interest of the sampling process is the degree to which readers trust the results of the research. If researchers do not show how the data were collected and the reasons why certain

participants were chosen, readers might not trust the findings. Readers are more inclined to trust results when researchers provide meticulous descriptions of the processes for selecting participants and acquiring access.

A Site Permission Form was secured prior to the implementation of the study. A Letter of Invitation to Participate was given to all potential participants by the principal of Sierra Valley Elementary with a full explanation of the research process. All of the teachers at Sierra Valley Elementary who worked with children of migrant workers, as well as the sole principal, guidance counselor, and community liaison at the school, were invited to participate. If an invitee at Sierra Valley Elementary had not been able to participate, the principal of Sierra Valley Elementary would have selected an alternate to be invited to participate in the study, based on the principal's knowledge of the strengths and specialties of the individual teachers and administrators. The teachers participating in the study had taught at Title I schools for 5 years, were fully credentialed, and had 2 or more years of experience instructing ELL students. The community liaison had 2 years' experience in working with migrant parents and their children. The principal had 2 years' experience as an administrator at a school with migrant students, and the guidance counselor had 2 years' experience in working with migrant parents and their children.

Researcher-Participant Relationship

In general, researchers in qualitative research play a dominant role in data collection. Creswell (2009) stated that the qualitative researcher's role involves an ongoing and shared meeting with the participants in an authentic setting. In this study, I held in safekeeping all data, analysis, and other materials related to the study, and I strove

to sustain a cordial and professional relationship and research experience with the participants. The participant's perspective is one of the most crucial components of qualitative research (Walsh, 2014). Researchers must be positive and respectful of the participant's opinions and make every effort to build trust. The goal of the investigator is to reconstruct reality as the participant sees it so that the participant's perspective is understood (Walsh, 2014). Thomas (2011) suggested that researchers start somewhat detached from the subject being investigated and work to gain acceptance. As the relationship develops, researchers are able to participate on a deeper level. Researchers must be cognizant that they are not in the research setting to teach or evaluate. They need to be open to changing their point of view and analyzing observations for meaning as expressed by the participants. This approach acknowledges that there are multiple realities; people construct different meanings from the same event. Researchers must ensure that perspectives are recorded accurately, and they must analyze all information to see how the participants make sense out of their experiences, with the goal of understanding the inner dynamics of situations that might otherwise be invisible to an outside observer (Glesne & Peshkin, 1992).

Ethical Considerations

All of the participants were treated in accordance with the ethical procedures of the American Psychological Association and the Walden University Institutional Review Board (IRB). Participating in this study posed no detectable risks. All participants (all of whom were teachers or administrators) voluntarily took part in the study, and no coercion

took place. No students were interviewed, either individually or in groups. No parents participated in the study.

The confidentiality of the participants was maintained through the substitution of numbers and pseudonyms in place of names. Consent forms for all participants were obtained. A Site Permission Form was secured prior to the implementation of the study. All recordings, transcriptions, field notes and journals, and any other hard-copy research documents were securely stored in locked file cabinets. Computerized information was stored in password-protected data files. Data will be kept for a period of at least 5 years, as required by the university.

Data Collection

Justification of Data Collection

This exploratory qualitative case study made use of a variety of methods of information gathering and procedures. I used interviews, observations, field notes, and reflective notes to obtain an understanding of the associations that occurred within the environment. According to Denzin and Lincoln (2011), the qualitative research approach demands that the world be approximated with the supposition that nothing is insignificant and that everything has the potential of being a link that might support a more comprehensive understanding of the subject matter.

I described the method of data gathering as accurately and in as detailed a manner as possible to allow the process to be successful. A distinguishing characteristic of qualitative research is that the methods require researchers to look for the process through which behavior occurs, rather than simply focusing on the outcome or product. The

method by which investigators inquire as to how and why behaviors occur has been termed the *process-oriented approach* (Denzin & Lincoln, 2011).

As qualitative research does not test preconceived hypotheses, the collected data are not used to confirm or disprove them. Instead, the data are first gathered, analyzed, and then formulated as a theory. I used inductive data analysis in this case study. The acquired information informed my development of more specific questions to shape the study. In this way, I used the study process itself to formulate the important questions.

Specific Plan

I conducted informal, semistructured 45-60 minute interviews with five general education teachers who taught ELL/migrant language arts classes. All of the teacher interviews were conducted after I observed each classroom for 45 minutes, and on the same day. I also conducted informal, semistructured interviews with the one principal, one guidance counselor, and one community liaison. The interviews were 20-30 minutes long and took place on campus, at the convenience of the participant. The interviews were recorded using a digital recorder and were later transcribed using Microsoft Word.

Process of Data Collection

Upon arrival on campus, I was escorted to the language arts class for observation, and later the same day I met with the classroom teacher in a private and quiet room. All interviews and observations were carefully scheduled and did not interfere with normal day activities.

I recapped my purpose for being there before each interview and again reviewed the confidentiality policies. I reassured the participant that all information was

anonymous and asked if the participant had any questions before we started the interview. We had informal minor dialogue prior to the interview to "break the ice." Interviewees were encouraged to relax, and I also had a relaxed demeanor and listened very carefully to each participant.

Teacher interview questions. The questions asked during the interviews were intended purposely to correlate with the matters that prompted this study in the first place (strategies for teaching reading comprehension to children of migrant workers). The questions also related to the conceptual substructures (parental involvement, engagement-motivation, social-emotional learning, cultural and language barriers, economic status, and school climate) of the project as were discovered in the literature review. The questions were as follows:

1. How were you trained to teach reading comprehension strategies in general?
2. What specific training have you received in teaching reading comprehension strategies to children of migrant workers?
3. What, if any, additional training, post college, have you received in teaching reading comprehension to children of migrant workers?
4. What challenges or obstacles do you encounter in teaching reading comprehension to children of migrant workers?
5. What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?
6. How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?

7. What specific reading difficulties do you encounter most often in children of migrant workers?
8. What processes and strategies do you use to teach reading comprehension to children of migrant workers?
9. How might a typical reading comprehension lesson plan address specific reading difficulties presented by children of migrant workers?
10. How do the parents or families of children of migrant workers participate in their children's reading comprehension learning?
11. Do you differentiate your approaches to migrant students from other students, and if so, how and why, and if not, why not?
12. What factors do you consider when teaching reading comprehension to children of migrant workers?
13. How do various teaching strategies address the factors you consider when teaching reading comprehension to children of migrant workers?
14. How are migrant worker parents or families encouraged to participate in their children's reading comprehension learning?

The interviews were recorded with a hand-held digital recorder with permission from the participants. At the beginning of the recording, I identified the participant by number. The real names of each participant were saved in an unnamed file on my own personal computer. I obtained written informed consent from all participants. I made sure that the data I collected was precise by soliciting member checks of the transcriptions. I made every effort to establish a good working relationship with the

participants as well as develop a trusting relationship with them. I always kept lines of communication open.

Teacher direct observations. Prior to the interviews with the five teachers participating in the case study, I conducted an informal observation of each teacher's all-ELL/migrant classroom during a 45-minute language arts/reading session, using the observation protocol contained in Appendix D. Because of migrant students' mobility, it is impossible to anticipate the exact proportion of migrant students in a class on any given day, but classroom observations took place in majority-migrant, ELL-only classrooms. The purpose of the observations was to determine what teaching methodologies and strategies teachers use to overcome the specific challenges and obstacles encountered by students who are children of migrant workers. I made notes and reflected on (a) the objective of the class; (b) the strategies the teacher employs; (c) how the strategies achieve the objective of the lesson; and (d) how the teaching strategies observed in the classroom address specific difficulties encountered by migrant students. The observation allowed me the opportunity to provide a better understanding of the teacher's instructional practices than can be accomplished by interviewing alone. I took notes in a written narrative form using pen and paper and later compiled them on a laptop computer using Microsoft Office 2010.

Field notes and reflective journal. In addition to interviews and observations, I also maintained field notes and a reflective journal. The field notes provided added data for the exploration. My field notes documented my observations of the participants during and after the interviews and in the classrooms as well as general teacher

comments. The journal allowed me to express my own impressions about doing research in this field of study, as well as record the viewpoints expressed during interviews, while directing the research. According to Creswell and Miller (2000), keeping a reflective journal adds accuracy to the exploration. Researchers can document the interview subjects' responses, suppositions, probabilities, and biases about the research process in the journal.

I noticed that the school's general ambiance was caring and respectful towards students and teachers alike. All of the teachers demonstrated good and effective classroom management, and I did not see any negative behavior from the students during my observations. I noted that all classrooms had pictures and graphic organizers on the walls. All teachers expressed their regret that they felt that they didn't "have enough time to work with all of their students" nor the assistance that they needed to "reach" all of the students who needed extra help with language arts skills. I noted that the majority of the students in the classrooms rarely raised their hands to participate in classroom discussions or to read aloud. I noted that the students appeared to stay in small "cliques" while entering and exiting class. Two of the teachers stated that the migrant students usually stay and sit together whenever they can. Each classroom had two computers and several of them were not in working order. All participants expressed frustration with the limited funds and minimal budget for supplies and technology for the classroom and a frustration in motivating the parents to be involved in their children's academic process and careers.

Recording and Tracking of Data

Interviews with participants were recorded using a digital recorder. Field notes were taken using pen and paper during classroom observations. Data were transcribed and analyzed using Microsoft Word and Microsoft Excel. All hard copy products of research, including recordings, transcriptions, field notes, and journals, were securely stored in locked file cabinets. Computerized information was stored in password-protected data files. Data will be kept for a period of at least five years, as required by the university**.**

I also kept a data catalogue to keep track of data and what stage it is in, such as Recorded/Transcribed/First pass coding/Second Pass coding/Summary of themes. I analyzed participants' responses to interviews, written surveys, and anecdotal notes from classroom observations using axial coding to discover common themes, organize data, and interconnect categories. I examined, segmented, labeled, and reduced the data, categorizing it around found themes, and narrowing it to subcategories. I created a comparison table or hierarchical tree diagram to present findings ranging from broad to narrow themes (Gerring, 2007).

Selection of Participants

The participants in this exploratory qualitative case study were five general education teachers who teach intervention-reading skills and ELD, one principal, one community liaison, and one guidance counselor. The participants included all teachers at Sierra Valley Elementary who work with ELL/migrant students, as well as its sole principal, community liaison, and guidance counselor. If an invitee at Sierra Valley

Elementary was not able to participate, the principal of Sierra Valley Elementary would have selected an alternative to be invited to participate in the study, based on the principal's knowledge of the strengths and specialties of the individual teachers and administrators. The teachers who participated in the study had taught at Title I schools for five years, were fully credentialed, and had two or more years of experience instructing ELL students. The community liaison had two years' experience in working with migrant parents and their children. The principal had two years' experience as an administrator at a school that has migrant students and the guidance counselor had two years' experience working with migrant parents and their children.

Role of the Researcher

I have worked with Hispanic ELL students for 14 years in Title I or low-income and low-performing schools. I have witnessed the devastating effects that poverty and language barriers have had on the students and their families. I have seen the increasing dropout rate and poor scores in all academic areas, especially in reading comprehension skills. As I started planning for my case study, I began reflecting on my role as an educator and the importance of carrying out research in this understudied subject. The reasons for choosing this subject are both professional and personal. In order to speak to the concerns concerning this topic, a complete and thorough investigation on the possible factors contributing to this population's poor reading comprehension skills needs to be conducted.

I have had the unique opportunity to work in the Central Valley community with immigrants and migrant workers. These experiences have added to my cultural awareness

and motivated me to think more critically about the different aspects of social class, race, and ethnicity. It is my hope that I will make a contribution to research in this area that will be helpful to the practitioners who spend their careers delivering services to impoverished communities, for the improvement of children's education and the overall betterment of their lives and those of their families.

Data Analysis

Hatch's (2002) typological analysis was used to analyze the data in this study. Hatch defined data analysis as a structured process, which allows researchers to produce authentic and reliable details and to integrate data. Hatch suggested that researchers identify typologies to be analyzed as his suggested first or beginning step. Hatch's second and third steps involve reading and sorting gathered data by topic, followed by recording emerging main ideas on a data summary sheet. Hatch's fourth step involves taking the information from the summary sheet to find patterns within the familiar topics. Following overall reflection on the data, I used a detailed analysis with a coding process and then organized the material thematically before interpreting the data

Transcriptions of the interviews took place directly following the school site interviews and visits. The transcribed interviews were saved to a file and a paper copy of each transcription was printed. The file was saved to my personal computer and the copy was printed for coding purposes. Before and after analysis, the hard paper copy was locked in a lock box cabinet. The recordings from the hand-held recording device that contained the interviews will be saved for a period of five years in the lock box in my home office. I gave each participant a copy of his or her interview. The participants

were asked to examine the transcript for accuracy and email me with a statement of approval. All of the eight participants stated that the interviews met with their consent and approval.

Data analysis began, once the member checking process was completed. I coded the interview protocols for each participant with a number. I also gave each participant a code according to the role or position the participant had within the school (T=Teacher, ADM=Principal Administrator, CL=Community Liaison, and GC=Guidance Counselor). The data collected from each distinctive group was triangulated.

I used a manual step coding process as recommended by Miles and Huberman, (1994). The first step was to basically read all of the text. The second step was transferring the transcriptions of the interviews into a matrix that contained two columns. On the left side of the matrix, I put the transcription data and on the right side of the matrix, I left a large blank space so that I could record key words or phrases that materialized during the analysis of each section. I also highlighted key phrases that provided answers to my initial research questions. I repeated this step twice to ensure the analysis was meticulous. I then condensed the data into major categories or themes that came to light during analysis (Miles & Huberman, 1994). Investigation of the data collected during the study showed that participant responses could be categorized into five basic themes.

Software Program and Coding Procedure Summary

The fifth step of Hatch's (2002) typological analysis involves coding entries according to patterns identified and keeping a record of what entries go with what

elements of the pattern. In Hatch's sixth step, I decided if patterns were supported by the data. Following Hatch's seventh step in data analysis I then distributed the data according to the relevant pattern as well as search data for non-examples of the patterns.

The coding process incorporated pattern matching, followed by further data analysis to determine whether relevant patterns are supported by data and if non-examples are numerous within the identified patterns (Hatch, 2002). I addressed any non-examples or opposing explanations as they arose from the research and offered explanations. Next, Hatch's eighth and ninth steps were developed by using Microsoft Word and Microsoft Excel to open a copy of the coded transcript. Hatch's eighth and ninth steps include writing the patterns as one-sentence generalizations and giving closure to the analysis. The process of writing and transcribing allows researchers to become familiar with the data (Griffee, 2005). I generated Microsoft Word 2010 files for the observations, journal entries, and interviews. The data were coded for implication and triangulated with the varied forms of data that were gathered in this study.

Data Results for Teachers

Research Question 1: How Are Teachers Trained to Teach Reading Comprehension Strategies to Children of Migrant Workers?

Table 1 focuses on Research Question 1, which investigated teacher training. Only the teachers in the study were asked these questions; the principal, community liaison, and guidance counselor were asked different questions, to be addressed later. The table lists the three specific questions (Interview Q1, Q2, and Q3) that were asked of the teacher-participants in the study about their teacher training. The interview questions

were designed to determine how these teachers were prepared to teach reading comprehension in general (Q1), and how they were trained to teach it to specifically to children of migrant workers and/or ELs in general (Q2 and Q3). Each teacher's responses to these specific questions are recorded below the questions.

Table 1

Teacher Training

Participant	Interview Q1: How were you trained to teach reading comprehension strategies in general?	Interview Q2: What specific training have you received in teaching reading comprehension strategies to children of migrant workers?	Interview Q3: What, if any, additional training, post-college, have you received in teaching reading comprehension to children of migrant workers?
Teacher 1	Activating prior knowledge Differentiated instruction Graphic organizers Pairing, check for understanding, visual aids, drawing, making a group mural, and singing. Guided practice Cooperative groups/ teaching Incorporating technology	ESL strategies (not specifically children of migrant workers) Question-answer relationships (QAR) and sentence frames Group read-alouds Repetition	Nothing that was specific for children of migrants, just general group training for ELL School district training in Achieve 3000 Professional development in Language LIVE! LETRS (Language Essentials for Teachers of Reading and Spelling)
Teacher 2	Word wall Graphic organizers and differentiated techniques Trained in techniques such as dependent guided practice Singing and drawing Cooperative group techniques	General ELL strategies: role modeling (teacher speaks clearly, rephrases and repeats) Sentence frames label objects with English words taped above or on everyday objects and repeat objects in English	"not that much" No training for migrant children CAI that can be incorporated for Spanish speaking students READ 180! CAI: HEADSPROUT STARFALL AUTO-SKILL Hooked on Phonics
Teacher 3	Visualization Questioning and inference Trained in using techniques such as retelling and guided practice/differentiated instruction Collaboration skills with librarian and other teachers	ELL strategies: total physical response (TPR) Teacher modeling Keeping sentences simple and repeat or rephrase Read-alouds and group reading "Build on an idea" Sentence frames Corrective reading strategies	In-service training: "Working with Bilingual Aides" iReady reading program training CNK Digital Study Dog Reading Book Adventure

(*table continues*)

Participant	Interview Q1: How were you trained to teach reading comprehension strategies in general?	Interview Q2: What specific training have you received in teaching reading comprehension strategies to children of migrant workers?	Interview Q3: What, if any, additional training, post-college, have you received in teaching reading comprehension to children of migrant workers?
Teacher 4	Schema theory in reading (interactive process) Activating prior knowledge Incorporating visuals	Strategies to train and assist bilingual assistants and volunteers Modeling articulation and fluency Reflecting, sentence frames, and retelling	Spanish language class at local community college B-CLAD
Teacher 5	Predicting Activate prior knowledge Perusal Differentiated instruction such as audiobooks and charts)	Frequent comprehension assessment and a variety of assessment strategies General ELD classes: acronyms, chanting, visuals Peer tutoring	Co-teaching with Bilingual Teacher Professional development: "Reading Mastery Training" with emphasis on ELL strategies B-CLAD

Participant Response Theme 1: Differentiated Instruction

Interview Question 1. Interview Question 1 required teacher's responses to their educational training regarding reading comprehension strategies in general. Four participants indicated that they were trained in differentiated instruction, which includes strategies such as audiobooks, videos, learning stations, task cards, incorporating charts, and think-pair-share. Teacher 4 stated that she was "…mainly familiar with using visuals and activating prior knowledge techniques." However, she did find other tactics effective as well, such as the schema theory. She explained, "Each schema is connected to other related schemas, forming a large and interconnected 'network' of knowledge and experiences." Although Teacher 2 was familiar with differentiated strategies such as think-pair-share, she had other favorite strategies such as guided practice, singing and drawing to enhance comprehension, and exercises to check for understanding. Teacher 1 stated, "Graphic organizers allow ELLs to organize information and ideas efficiently

without using much language." She added "…different types of organizers include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines."

Interview Question 2. In Interview Question 2, teachers described specific training they received in teaching reading comprehension strategies to children of migrant workers. Teacher 4 stated that she received training in strategies to train and assist bilingual assistants/volunteers when working with migrant children. The four other teacher participants stated that they did not receive specific training for teaching reading comprehension skills to children of migrant workers. Teachers 1, 2, and 3 stated that they used general ELL strategies to teach reading comprehension to migrant children and had no formal training to teach children of migrant workers. Teachers 1 and 4 said that using sentence frames for building discussions and structure for stories was a very effective strategy. Participants agreed that sentence frames were effective in helping children of migrant workers in both oral language and writing, supporting their over-all reading comprehension skills. After filling in a sentence frame, the students can read the sentence or sentences out loud to a partner or to the group of students. Sentence frames helped to build the student's necessary language skills. Teacher 5 said, "I use acronyms, chanting, visuals, or anything that I can use to get the kids to understand the vocabulary and comprehend the story." Teachers 1 and 2 stated that they did not receive specific training for children of migrant workers, but incorporated general ELD strategies into the entire language class, which included the children of migrant workers.

Interview Question 3. Interview Question 3 sought responses to additional training, post-college, they had received in teaching reading comprehension to children of

migrant workers. Teacher 2 stated that she received training in CAI, using programs such as Read 180! and HEADSPROUT, that included children of migrant workers. Teacher 1 mentioned that she had further training in Language Essentials for Teachers of Reading and Spelling, an evidence-based literacy and language course that Moats (1998) has found to be effective for children of migrant workers who struggle with reading comprehension and writing.

Teachers 2 and 3 mentioned that the school district in-service training/professional development was their main post-training in teaching reading comprehension and none of the professional development training sessions directed their instruction to children of migrant workers. Teachers 4 and 5 mentioned that they later received a B-CLAD certificate and that it helped to speak Spanish with the children of migrant workers when explaining vocabulary words.

Key findings. Four of the five teacher participants mentioned that "differentiated instructional techniques" were an effective tactic and that they had positive experiences after employing different instruction for a variety of students who were working at different levels. Teachers 1 through 4 stated that using sentence frames for building discussions and structure for stories was a very effective strategy. Two participants indicated that they were trained in other areas such as B-CLAD and one teacher studied Spanish at her local college. Along with the differentiated instructional techniques and use of frames, guided practice and graphic organizers seemed to be the prevalent techniques. Four of the five teacher participants stated that they received little or no specific training in working with children of migrant workers and that very minimal post-

graduate training was available, either professionally or in the community. Three of the five teacher participants appeared to be familiar with the strategy of activating prior knowledge while teaching children of migrant workers but stated that it was difficult due to language barriers.

Research Question 2: What Specific Obstacles or Challenges Impede the Reading Comprehension Progress of Children of Migrant Workers?

Table 2 below focuses on Research Question 2, which investigated the obstacles and challenges teachers face when teaching reading comprehension to children of migrant workers. Table 2 provides only the teachers' responses to these questions; responses provided by the principal, community liaison, and guidance counselor will be addressed later. The table lists the four specific questions (Interview Q4, Q5, Q6, and Q7) that were asked of the teacher-participants about their own experiences with teaching reading to migrant children. The interview questions were designed to identify the difficulties the teachers face in teaching reading comprehension to children of migrant workers (Q4), which challenges are specific to those students (Q5), the role of factors outside the classroom on migrant student performance (Q6), and the specific aspects of reading comprehension that are most challenging to children of migrant workers (Q7). Each teacher's responses to these specific questions are recorded below the questions.

Table 2

Obstacles and Challenges

Participants	Interview Q4: What challenges or obstacles do you encounter in teaching reading comprehension to children of migrant workers?	Interview Q5: What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?	Interview Q6: How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?	Interview Q7: What specific reading difficulties do you encounter most often in children of migrant workers?
Teacher 1	Difficult to access prior knowledge, as many students have limited frames of reference.	They are immersed in classes where only English is spoken so the language barrier is a major issue.	Poor nutrition, no school supplies, lack of appropriate school clothes Poor self-esteem	Misinterpretations Difficulty retelling stories Fluency
Teacher 2	Such exercises as connecting, questioning, and inferring are difficult for students whose first language is Spanish.	They don't seem to have a frame of reference in Spanish or English. "Parents only speak Spanish, which is a disadvantage to the students."	Poor health Absenteeism There are not enough reading activities in the home. "Homework is a difficult task."	Lack of sounding out and phonics skills and limited vocabulary/fluency
Teacher 3	Migrant students lack English phonemics skills	Language and cultural barriers Parents only speak Spanish in the home	Some students must work in the fields during financially difficult times for family Lack of pre-school training and availability	Poor short-term memory Decoding skills minimal Phrasing difficulties
Teacher 4	Lack of decoding skills and awareness of the meaning of the vocabulary words. "Decoding words they don't know only reinforces the idea that 'reading' is pronouncing sounds out loud rather than creating meaning."	"They are bullied for being different because of their culture, so cultural barriers are an issue when it comes to reading. The migrant children sound 'funny' to the other students."	Interruptions in schooling and excessive absences Deficiency of access to books that are resourceful for migrant students	Minimal vocabulary and can't translate words into meaningful phrases
Teacher 5	"I don't know." "Maybe lack of vocabulary in Spanish and English."	Frustration and lack of motivation Students do not want to displease their parents by learning to "really understand English."	Parents work long hours, so they were not able to help their student with their reading assignments.	Problems retelling Problems accessing higher and critical thinking skills

Participant Response Theme 2: Language and Culture Barriers

Interview Question 4. Interview Question 4 asked teachers about the experiences and difficulties they personally encountered in their own teaching of students who are children of migrant workers. Four out of five teacher participants stated that language barriers continue to be an obstacle. Teacher 1 stated, "It is difficult to access prior knowledge, as many students have limited frames of reference." Teacher 2 pointed out that "such exercises as connecting, questioning, and inferring are difficult for students whose first language is Spanish." Teacher 3 indicated that migrant students lack English phonemics skills and Teacher 4 stated, "decoding words they don't know only reinforces the idea that 'reading' is pronouncing sounds out loud rather than creating meaning." Teacher 5 suggested students' "lack of vocabulary in Spanish and English" may be one of her biggest obstacles. All of the participants indicated that they have witnessed migrant students having difficulty in decoding words and being able to define the words once they are sounded out.

Interview Question 5. Interview Question 5 sought teacher perspectives on the challenges or obstacles that might be specific or unique to children of migrant workers when learning English reading comprehension. Teacher 5 stated that "students do not want to displease their parents by learning to 'really understand English.'" She elaborated that she believed students felt pressured to learn English in all areas of academia, yet they felt guilty because they were leaving their parents' language and culture behind. Teacher 3 stated, "Parents only speak Spanish," which is "hard on both the students and the teacher," adding, "some parents feel helpless because of this obstacle." Teacher 2 noted,

"Parents only speak Spanish, which is a disadvantage to the students," adding, "There needs to be something put in place to solve this problem to help these students." Teacher 4 explained that "it makes a difference when parents speak the same language as their child." Teacher 4 also said migrant students "are bullied for being different because of their culture, so cultural barriers are an issue when it comes to reading. The migrant children sound 'funny' to the other students." Teacher 5 concurred that "frustration and lack of motivation" played a part in students' reading difficulties. The students do not want to displease or "betray" their parents by learning to "really understand and speak English."

Interview Question 6. Interview Question 6 sought teachers' perceptions of factors outside the classroom that might impact migrant students' reading comprehension learning. Teacher 1 identified poverty, poor nutrition, a lack of school supplies and appropriate clothing, and poor self-esteem as factors. Teacher 2 explained that she thought poor heath was a factor. Teacher 3 indicated that absenteeism was a major factor and that there were not enough reading activities in the home. She added, "Homework is a difficult task." She continued, "Lack of admission to libraries, and lack of access to books and computers keep these students from increasing their reading skills." Teacher 4 said, "Some students must work in the fields during financially difficult times for family," and lack of pre-school training and pre-school availability was an issue.

Interview Question 7. Interview Question 7 asked teachers to identify the specific reading difficulties that they encounter most often in children of migrant workers. All the participants mentioned that lack of decoding skills and lack of fluency

were two of the main issues when it came to difficulty in reading and comprehension. Teacher 1 was concerned that "migrant students are, maybe, our children most in danger of being left behind. They are in the 'sideline' of almost every system, be it social or economic. Reading fluency is very important and at the core of the problem." Teacher 2 agreed that "fluency regarding migrant students is key" and retelling of a story is very difficult for them. Teacher 3 opined, "I think that they suffer from short term memory loss." Teacher 4 said that decoding skills were difficult for children of migrants. Teacher 5 said that minimal vocabulary and inability to translate words into meaningful phrases are two of the difficulties for children of migrant workers. She added, "Fluency is a huge concern in my classroom," and that the students had problems retelling stories and accessing higher critical thinking skills. She went on to explain that as students practice reading English text accurately, and then automatically, they are "grabbing hold to important information about the sounds and cadences of spoken English" and therefore it is so important that they grasp this concept. This way, "I think they are developing vocabulary skills that can become a factor to oral language fluency, in addition to reading comprehension."

Key findings. When asked about specific obstacles or challenges that impede the reading comprehension progress of children of migrant workers, all five participants believed that the language barriers were a huge blockade. All the participants reported that the parents were not able to help their children. Other participants said that because parents were working, they did not have time to learn English. Language barrier between teachers and students greatly affects instruction. The language barrier between educators

and parents as well as the language barrier between students and teachers needs to be addressed. Lack of bilingual personnel greatly affects these students' instruction. Cultural differences as well as low education level of parents, poverty, poor health care, and poor student mastery of academic material also effect reading skills in general. Migrant students are often bullied by others and often develop low self-esteem. They rarely attend pre-school and have difficulties sounding out the alphabet and words as well as the retelling of stories and fluency. These difficulties are compounded by the migrant mobility life style and absenteeism.

Research Question 3: What Strategies Do Teachers Use to Teach Reading Comprehension to Children of Migrant Workers?

Table 3 focuses on Research Question 3, which seeks to identify the strategies teachers use in their own classrooms to teach reading comprehension to children of migrant workers, in response to the challenges they identified in response to Research Question 2. Only the teachers in the study were asked these questions; the principal, community liaison, and guidance counselor were asked different questions, to be addressed later. The table lists the five specific questions (Interview Q8, Q9, Q11, Q12, and Q13) that were asked of the teacher-participants about their own experiences with teaching reading to migrant children. The interview questions were designed to identify the processes and strategies the teachers rely on most to teach reading comprehension to migrant students (Q8), how these processes and strategies are incorporated into lesson plans (Q9), how and why teachers differentiate lessons specifically for migrants, or why they do not so differentiate (Q11), what factors they consider when planning and teaching

reading comprehension to migrant students (Q12), and finally, how the strategies they select specifically address or target the factors and difficulties they have identified in teaching reading comprehension to students who are children of migrant workers (Q13).

Table 3

Strategies Teachers Use to Teach Reading

Participant	Interview Q8: 8) What processes and strategies do you use to teach reading comprehension to children of migrant workers?	Interview Q9: 9) How might a typical reading comprehension lesson plan address specific reading difficulties presented by children of migrant workers?	Interview Q11: 11) Do you differentiate your approaches to migrant students from other students, and if so, how and why, and if not, why not?
Teacher 1	Differentiated instruction Guided practice Retelling Dolch/ Vocabulary Pair and Share Sentence frames Read-alouds QAR Collaboration Singing Word cards Children of migrants often need visualization, repeated definitions of vocabulary words, and dramatic acting out of scenes or story text to understand the storyline.	Learning objective, e.g., "Students will be able to answer text-based questions about informational passages." Lesson introduction Worksheets for vocabulary and definitions Explicit instruction/Teacher modeling Read-aloud Guided practice/interactive modeling Pair and share Independent working time *(15 minutes)* Extended differentiated instruction Enrichment Support Assessments and worksheets	"I use the same approaches for all of the ELL students." Retelling Visuals Pair and share Repetition Summarization Retelling Vocabulary building Teacher modeling: "I think that the migrant children just need the same approaches as the other students."
Teacher 2	CAI Retelling Singing Vocabulary word builders	Graphic organizers Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines Retelling, character analysis, and activating prior knowledge	"The migrant students usually ask to sit together." Cooperative groups for the entire class. "My approach is pretty much the same for all of the students." Vocabulary building, summarizing, and retelling.
Teacher 3	"Graphic organizers allow ELLs to organize information and ideas efficiently without using much language." Singing	QAR Word cards to help with vocabulary	"I concentrate on building vocabulary, scaffolding, and sometimes use texts written in Spanish and English with the migrant children."

Participant	Interview Q8: 8) What processes and strategies do you use to teach reading comprehension to children of migrant workers?	Interview Q9: 9) How might a typical reading comprehension lesson plan address specific reading difficulties presented by children of migrant workers?	Interview Q11: 11) Do you differentiate your approaches to migrant students from other students, and if so, how and why, and if not, why not?
Teacher 4	Guided Practice Retelling Dolch/ Vocabulary Pair and Share	Read-alouds Visuals Sometimes dramatic act-outs of storyline.	Thinking maps and word recognition exercise for the migrant kids because they need repetition.
Teacher 5	Sentence frames Read-alouds QAR Word cards	Differentiated instruction and visuals for children of migrant workers	"I do some repetition because it is easier for the students and we do use retelling because it appears to help." The same approach for all.

Participants	Interview Q12: What factors do you consider when teaching reading comprehension to children of migrant workers?	Interview Q13: How do various teaching strategies address the factors you consider when teaching reading comprehension to children of migrant workers?
Teacher 1	"I consider the facts that most of their parents still speak Spanish in the home and that makes it difficult for them on many level to transition to the English language." Most "do not attend pre-school and have difficulties sounding out/ decoding" and they also have minimal vocabulary words. "I use lots of repetition."	"I focus on key vocabulary builders, phonics review and word cards increase recognition and improve fluency which enhances comprehension of text." "I also use 'picture-walk' for vocabulary."
Teacher 2	"They have all the same problems as the other students, so I pretty much do the same strategies."	Graphic organizers Vocabulary words from text and visuals "If there is a bilingual aid available, I have her read the story in Spanish first."
Teacher 3	"I think that migrant children would benefit from bilingual aides and or teachers to help with translating lesson plans and strategies."	Audiotapes Texts written Spanish and English
Teacher 4	"I consider that prior knowledge is limited and I try to give migrant cooperative groups extra time."	Graphic organizers
Teacher 5	"I always consider that the migrant kids take more time to do the lessons and can't keep up with read-alouds and retells. I put them with one-on-one help when I can."	"I like cooperative groups and pair and share."

Participant Response Theme 3: Knowledge and Vocabulary

Interview Question 8. Interview Question 8 sought to identify the processes and strategies the teachers rely on most to teach reading comprehension to migrant students. Teacher 1 explained, "I use many different strategies for my students such as cooperative groups, differentiated instruction, guided practice, retelling, Dolch vocabulary, pair and share, sentence frames, read-alouds, QAR, word cards and singing." Teacher 2 said she uses singing, CAI (STARFALL), and vocabulary word builders. Teacher 3 said, "I use graphic organizers which allow ELLs to organize information and ideas efficiently without using much language", but added, "All of the strategies are effective in teaching reading to migrant students". Teacher 4 incorporates guided practice, retell, Dolch vocabulary, and think-pair-share. Teacher 5 uses sentence frames, read-alouds, QAR, and "really likes" word cards. All the teachers believed that migrant students can attain as much as any other students, but that these strategies were important in helping them get there. They emphasized that the real challenge is to offer dependable, continuing reading instruction that involve all those strategies. They agreed that migrant program directors need to work to bring into line instruction that implements more of these strategies for migrant students.

Interview Question 9. Interview Question 9 explored how a typical reading comprehension lesson plan might address specific reading difficulties presented by children of migrant workers. All of the teacher-participants said it is vital to explain the purpose of learning reading comprehension. Students need to understand that being able to comprehend informational text is a very important skill, not only in all aspects of

school, including reading, science, social studies, and math, but in all aspects of life outside school as well. Teacher 1 explained that in one of her differentiated instruction exercises students answer text-based questions about informational passages. For example, in an activity called "Explore Tornadoes!", Teacher 1 hands out a worksheet that points out the story's specific text features, such as vocabulary words and definitions, bold words, headings, diagrams, text boxes, time-lines, captions, etc. Teacher 1 explained, "I collect students' worksheets after exercises. I review them later to assess overall comprehension of the lesson content." All five participants mentioned that they often use differentiated instruction and visuals for children of migrant workers. Teacher 3 uses QAR and added, "Word cards help with vocabulary." Teacher 4 said that read-alouds seem to help the migrant children as well as visuals and sometimes dramatic act-outs of a storyline.

Interview Question 11. Interview Question 11 investigated if the teachers differentiated their approaches to migrant students from other students, and if so, how and why, and if not, why not? Three of the five teacher-participants mentioned that they use approaches that involve repetition, retelling, evidence and refutation for all of their students, including children of migrants. Teacher 1 stated that she uses retelling, visuals, repetition, one-on-one think-pair-share, and summarizing. She added, "I think that the migrant children just need to fit in so I have them do exactly the same things as the other kids." Teacher 2 similarly said, "I use the same approaches for all of the ELL students, and I incorporate retelling, visuals, and repetition." Teacher 3 said, "I concentrate on building vocabulary, scaffolding, and sometimes use texts written in Spanish and English

with the migrant children." Teacher 4 uses thinking maps and word recognition exercises for migrant students "because they need repetition." She added, "I do extra walk-bys to check for understanding." Teacher 5 follows a similar approach. She said, "I do some repetition because it is easier for the students, and we do use retelling because it appears to help. [I use] the same approach for all."

Interview Question 12. Interview Question 12 investigated the factors the teachers considered when planning for and teaching reading comprehension to children of migrant workers. Two of the five teachers stated that the parents and families of the migrant students spoke Spanish in the home and this fact alone made it very difficult for the children to engage in English-speaking classes and greatly affected their abilities to learn and practice reading skills. Teacher 1 elaborated that most migrant children "do not attend pre-school and have difficulties sounding out and decoding" and they also have a minimal number of vocabulary words. Teacher 5 affirmed that "migrant children would benefit from bilingual aides and/or teachers to help with translating lesson plans and strategies." The main factor that she considered was the language barrier. Teacher 4 specified, "I consider that prior knowledge is limited and I try to give migrant cooperative groups extra time." Teacher 2 stated, "They have all the same problems as the other ESL students, so I pretty much do the same strategies, which include guided practice."

Interview Question 13. Interview Question 13 explored how various teaching strategies address the specific factors, difficulties, and obstacles they consider and encounter when teaching reading comprehension to children of migrant workers. Teacher

1 stated that her differentiated strategies focus on vocabulary building such as word walls, phonics reviews and word cards because they help in increasing recognition and improving fluency, thereby enhancing comprehension of text. Two teachers preferred graphic organizers. Teacher 4 explained that "graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines." Teacher 3 thought that audiotapes and texts written in Spanish and English were the most effective in teaching reading comprehension,

Key findings. Three of five teachers made the point that the real challenge is to offer dependable, continuing reading instruction that involve all those different strategies. They did agree that migrant program directors need to work to bring into line instruction that implements more of these strategies for migrant students. Most "do not attend pre-school and have difficulties sounding out and decoding" and they also have minimal vocabulary words. "I use lots of repetition" stated one of the teachers because, the migrant students have limited vocabulary and do not know the definitions of the words. Teacher 4 stated, "I consider that prior knowledge is limited, and I try to give migrant cooperative groups extra time. The main factor that she considered was the language barrier and lack of vocabulary and prior knowledge references.

Three of the five participants mentioned that they use approaches that involve repetition, retelling, evidence and refutation for all of their students including children of migrants because prior knowledge is minimal and the lack of vocabulary in either language is limited. Teacher 4 specified, "I consider that prior knowledge is limited, and I

try to give migrant cooperative groups extra time." Teacher 1 stated, "I use retelling, visuals, repetition, one-on-one pair and share, and summarizing." She added, "I use the same approaches for all of the ELL students" because "I think that the migrant children just need to fit in so I have them do exactly the same things as the other kids." Teacher 2 said she uses retell, visuals, guided practice, and repetition. "[Migrants] have all the same problems as the other ESL students, so I pretty much do the same strategies," she added. "My approach is pretty much the same for all of the students." Teacher 3 stated, "I concentrate on building vocabulary, scaffolding, and sometimes use texts written in Spanish and English with the migrant children." All the teacher-participants agreed that "a lack of training and knowledge" when working with migrant children has made the challenge much more difficult.

Research Question 4: How Do the Reading Comprehension Strategies and Methodologies Teachers Use Address the Specific Challenges and Obstacles Faced By Children of Migrant Workers?

Table 4 below addresses the role of families in their children's reading comprehension learning. Only the teachers in the study were asked these questions; the principal, community liaison, and guidance counselor were asked different questions, to be addressed later. The table lists the two specific questions (Interview Q10 and Q14) that were asked of the teacher-participants about parental involvement. The questions were designed to determine how, and how much, parents and families participate in their student's learning (Q10), and how the school and teachers encourage increased family and parental participation in their student's learning.

Table 4

Reading Comprehension Strategies and Methodologies

Participants	Interview Q10: How do the parents or families of children of migrant workers participate in their children's reading comprehension learning?	Interview Q14: How are migrant worker parents or families encouraged to participate in their children's reading comprehension learning?
Teacher 1	"I think that the parents want to contribute to the academic endeavors of their children (like reading skills) but are not able to visit class and or support homework."	Home visits by community liaison
		Parents invited to attend ELD classes with their child
	"I have sent books home and worksheets, but the parents are not able to help their children. Many migrant parents do not read in Spanish or English."	Parents encouraged to attend English classes in their community and to sit in on one-on-one tutoring offered by the district
		All parents invited to PTA meetings with a translator available
		"Parent Café"
Teacher 2	"Two parents sat in my class during a Language Live! CAI lesson plan. Other than that, most parents are not involved in the learning or reading comprehension process."	Parents invited to sit with their child in class during a reading/language lesson.
		"There are tons of special activities that are sponsored by the community that involve the students and their parents. They get them more engaged with reading programs."
		All parents invited to PTA meetings with a translator available
Teacher 3	Phone events in evenings with the teacher to learn reinforcement skills at home to increase vocabulary	Throwing cookouts, fun nights and many other activities to draw in the families of the students and get them more involved in their child's reading
	"A few parents will encourage word cards at home and take their child to library reading groups."	Provide books and magazines for the home and encourage parents to get a library card for the family
Teacher 4	"Basically nothing!"	Reading events for the entire family, usually sponsored by the community. "They are invited, but don't show up."
		Phone events in evenings with the teacher to follow their child's progress and learn ways to help increase reading skills."
Teacher 5	"I make an effort to communicate with the migrant parents on a monthly basis and send work home, but there is rarely a response."	"Liaison home visits…show parents how to access free programs online and sit with child while they practice phonics, word recognition and vocabulary exercises."

Participant Response Theme 4: Parent Involvement

Interview Question 10. Interview Question 10 asked how the parents or families of children of migrant workers participate in their children's reading comprehension learning. When asked in earlier questions about strategies and methodologies teachers use to tackle the specific challenges and problems faced by children of migrant workers, all five teacher-participants reported that parent involvement was key to addressing some of these challenges, but is difficult to accomplish. Two of the five teacher-participants stated that "a few" of the migrant parents have participated in the reading comprehension learning process of their children. Teacher 2 noted, "Two parents sat in my class during a Language Live! CAI lesson plan. Other than that, most parents are not involved in the learning or reading comprehension process." Teacher 3 stated, "A few parents will encourage word cards at home and take their child to library reading groups." Teacher 4 asserted that her students' parents contributed "basically nothing!" to their child's reading comprehension learning. Teacher 5 stated, "I make an effort to communicate with the migrant parents on a monthly basis and send work home, but there is rarely a response." Teacher 1 affirmed, "I think that the parents want to contribute to the academic endeavors of their children (like reading skills), but are not able to visit class and or support homework."

Interview Question 14. Interview question 14 asked how migrant worker parents or families are encouraged to participate in their children's reading comprehension learning. Three of the five teachers noted that the parents are invited to sit in the language class with their child, but that they rarely accept these invitations. Three out of the five

teachers stated that the community holds activities for parents, students, and families to promote interest in reading. Reading software is also available.

All the participants said they used other methods to involve the parents, like having phone events in evenings with the teacher plus breakfast with the principal. All the teachers thought it was beneficial to have "Parent Café" question and answer sessions about reading skills, including comprehension and building vocabulary, plus after-school programs and summer programs which reiterate iReady and Language Live! CAI, during which parents can sit in with their child. Teacher 5 stated that there are "reading events for the entire family, and usually [are] sponsored by the community. They are invited, but don't show up."

Key findings. Three teachers stated that lack of or limited parental involvement was a major barrier. Two teachers stated that the fact that the parents speak Spanish in the home and the fact that they have long working hours are two factors that prevent them from participating in their child's learning and reading process. Providing language assistance is one vital step in encouraging migrant parental involvement in education. It is critical that educators understand child-rearing practices and family relationships in addition to interpersonal communication, if they are to truly understand any culturally diverse parents. All teachers stated that the parents are given opportunities to become involved in their child's academic and reading skills advancement.

Data Results for Guidance Counselor, Community Liaison and Principal

Research Question 2: What Specific Obstacles or Challenges Hinder the Reading Comprehension Progress of Children of Migrant Workers?

Table 5 focuses again on Research Question 2, which investigated the obstacles and challenges that impede migrant students' reading comprehension progress. Table 2 provides only the administrators' responses to these questions; teachers' responses to similar questions about the same issues can be found in Table 2. The table lists the three specific questions (Interview Q1, Q2, and Q3) that were asked of the administrator-participants. The interview questions were designed to elicit the perspective of the school on these issues to deepen understanding of the problems, and identify the ways in which teachers' and administrators' perspectives agree or may differ.

Table 5

Specific Obstacles or Challenges That Hinder Reading Comprehension

Participants	Interview Q1: What challenges or obstacles does your school encounter in teaching reading comprehension to children of migrant workers?	Interview Q2: What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?	Interview Q3: How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?
Participant 6	Lack of finances for staff/ personnel to develop parental support and involvement Migrant mobility and absenteeism Limited funds to supplement supplies and computers to migrant children. "We encourage and offer phone events in evenings with the teacher so that the parents can find out ways to support reading skills, vocabulary and other academics." Parents rarely attend as they must work.	"Migrant children need instruction in Spanish and in English to learn definitions of vocabulary words and to learn how to decode words and improve fluency." "It appears that teachers often group [migrant] students with slow learners, hindering their academic development and self-esteem." Language barrier and lack of bilingual teachers and bilingual teacher aides to teach migrant students reading vocabulary and skills. Migratory/mobile population Students may begin to have little desire to devote energy to a school they will likely soon be leaving. "Programs like the Secondary Credit Exchange Program of Washington are designed to enable high school migrant students to attend late afternoon and evening classes in order to continue their education."	Poverty Poor nutrition Poor health care Lack of preschool training or lack of preschool availability
Participant 7	Language barrier because the students have a hard time trying to communicate their struggles as a migrant student. Spanish-speaking students often have low scores on Standard State Tests. Migratory/mobile population	"Poverty, poor nutrition and health issues, and low self-esteem have impacted the migrant child's ability to learn to read and comprehend what he/she has read!" Parents do not get involved much. Students "move around too much"	High level of absenteeism Lack of parental involvement in areas outside classroom such as reading fairs, sports, open house, and Parent Café "The needs of the family take precedence over the needs of the individual." Children generally perform many chores and tasks for the good of the family.

(*table continues*)

Participants	Interview Q1: What challenges or obstacles does your school encounter in teaching reading comprehension to children of migrant workers?	Interview Q2: What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?	Interview Q3: How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?
Participant 8	"We literally don't receive enough money to meet their academic demands." "Communication with students and their parents is always very difficult… Even though we have translators, we have a difficult time communicating what we mean when we discuss "academic expectations and understanding the standards" … "We have a huge language barrier with teachers and students, parents and teachers, and staff with parents and students." Mobile lifestyle	Difficulty organizing knowledge is part of the language barrier. Also, background knowledge and language skills deficits when it comes to cultural and language barrier Lack of parental involvement The students have moved around a lot which causes them to get behind.	Language skills are not automatic - maybe the most common problem. Migrant families often move to "follow the crops" for financial income and this fact interrupts the learning process and continuity in their overall education. "They appear to have little desire to devote energy into something they will likely soon be leaving."

Participant Response Theme 5: Financial and Mobile Lifestyle Barriers

Interview Question 1. Interview Question 1 asked school administrators about the experiences and difficulties the school encountered in educating students who are children of migrant workers. Participant 6 and Participant 8 stated that lack of financial resources was a major obstacle in teaching reading comprehension to children of migrant workers. "We literally don't receive enough money to meet their academic demands," said Participant 8. Two of the participants also specified language and cultural barriers as well lack of parental involvement as major challenges. All three of the administrator-participants agreed that communicating with the parents has been complicated. In addition, Participant 8, stated, "Mobility promotes many problems such as excessive absences, student apathy, failure to receive credit, and students being enrolled below

grade level. Other obstacles include the cultural barrier and language barrier." He continued, "[Staff] work[s] with the teachers to employ teaching techniques that are directly geared toward those students." Participant 7 agreed, "I think there are many obstacles, but I believe that they can be overcome."

Participant 6 made the point that "Culture barrier, language barrier, families are transient, education is interrupted…. parents love their children very much but are not able to come to meetings and cannot help with homework. Minimal parental support for academics." All the participants, believed these risk barriers are compounded by the portable nature of their lifestyle, which causes gaps in education such as falling behind on reading. These characteristics are the barriers that are putting migrant students at risk of dropping out or failing school.

All the participants made the point that the mobile character of the migrant student's life is an important factor that complicates their education. They mentioned that many families move before the end of the school year and then come back weeks or months after the new school year has started. Also, some students leave mid-year and register in a new school and then return to the original school near the end of the school year. This fractured event often confuses the student and interrupts the learning process.

Participant 6 mentioned services the school offers to mitigate some of these barriers. "We offer community liaison services and visit the homes of the students personally and invite all parents to PTA meetings with a translator available." However, Participant 8 said, "Communication with students and their parents is always very difficult." They mentioned that even though they have translators, they have a difficult

time communicating what they mean when they discuss "academic expectations and understanding the standards."

Interview Question 2. Interview Question 2 asked administrators to identify challenges or obstacles that might be unique or specific to children of migrant workers when learning reading comprehension. Two of the three administrator-participants believed that being part of the migratory/mobile population is a huge barrier. They both agreed that mobility has dramatic influences on students' learning. One participant determined that migrant students' degree of mobility is directly connected with their level of achievement. That is to say, the more mobile the student is, the lower they most likely will achieve. Their higher-achieving counterparts, in contrast, tend to be those that don't move as often. All the participants understand that students who drop out report that the recurrent moves restricted their aptitude to form relations with friends and to meet the necessities essential to flourish in school.

Participant 7 noticed that teachers were grouping migrant students with slow learners. Such grouping hindered the migrant students' academic development, because they didn't have peers to help them, and their self-esteem, because the grouping sent the message that they, the migrants, were also "slow. "This message, however unintended, only reinforced many migrant students' lack of confidence in their own abilities.

The inability to speak the language of instruction presents more than just basic communication and information difficulties. Participant 8 made the point that the ELL students' lack of English fluency made it especially difficult for them to acquire skills that rely on different kinds of background information. They may not possess detailed

knowledge of English syntax, for example, because their body of experience occurred in another language.

Participant 7 noted that conversational English differs greatly from classroom English. Classroom English consists of the skills needed to understand instruction and textbooks, in addition to the ability to define ideas and terms. Participant 7 expressed the opinion that classroom English is much more complex than conversational English, and provides fewer visual or contextual clues. In addition, level of classroom English complexity increases with grade level. Participant 7 continued, "For these reasons, it takes much more time for students to become proficient in classroom English," adding, "I believe we also need to hire many more qualified bilingual assistants to reinforce reading strategies."

Participant 6 said, "The fact that the migrant students are always leaving is a major problem! We have discussed giving students their class assignments to take with them and complete while they move with their family from one location to another." Participant 6 also suggested that migrant students might be offered a toll-free phone number to call for help with the work. Upon their return to the school or district, the students would be tested and, based on performance, granted credit for the class. Participant 7 also made the point that a variation on this idea would provide migrant students with credit consolidation for partial classes or credits, and for incomplete work, so that migrant students receive at least something for their efforts and are not completely penalized for having to enroll late or withdraw early. Participant 6 said, "Programs like the Secondary Credit Exchange Program of Washington are designed to enable high

school migrant students to attend late afternoon and evening classes in order to continue their education." Two of three participants believed that there were other approaches which include flexible programming for migrant children, wherein they are permitted to provisionally drop out of school for various family errands and later return to their academics without penalties. Participant number six revealed, "We need to eliminate all penalties when students return to school!!"

Interview Question 3. Interview Question 3 asked administrators to identify factors outside the classroom that impact the reading comprehension skills of children of migrant workers. Two of three of the participants agreed that the language barrier, cultural barriers, and the lack of parental involvement influenced the reading comprehension skills of children of migrant workers. Participant 6 stated, "In order to minimize what is already a difficult situation for many migrant children, districts must also cooperate with each other and do everything possible to support student transfers as they occur." Participant 7 supported a community-based strategy proposed by academic researchers. The strategy would promote collaboration among schools, churches, and other community centers to provide migrant children and adults with additional opportunities for work training and education.

Participant 7 noted that one of the negative educational consequences migrancy is that it affects how migrant children perceive their own lives and their schooling. They begin to view their education as "temporary" and unstable." Participant 7 said, "They appear to have little desire to devote energy into something they will likely soon be leaving," and has observed that these students become disheartened and frustrated trying

to adjust and readjust to new schools, classes, and classmates so frequently. Participant 7 thinks that because their lifestyle is filled with everyday jobs, it does not afford them much opportunity to participate in many school activities. They believe that some migrant students may feel little motivation to attend school and many drop out of school altogether. Migrant students have difficulty working at grade level, receiving academic credits, or meeting requirements because their education is so splintered. Participant 7 continued, "They are being switched from one academic program to another as they move from place to place. Migrant students are retained and receive below grade-level reading scores."

Key findings. There is a division among the educators and parents because most migrant worker parents are not able to understand English. The language barrier creates additional problems that go beyond communication and comprehension, by introducing tension into the parent-teacher relationship. Lack of bilingual personnel greatly affects migrant student instruction. The parents' lack of education, poverty, poor health, absenteeism, and poor student mastery of academic material are major challenges. Participant 8 said, "Fortunately, more and more traditionally migrant families are beginning to become less mobile as they obtain jobs in agricultural or poultry processing plants and due to the fact the farm workforce is now being comprised of more single young males." They also make the point that there are a multitude of educational problems still associated with the high mobility that is an integral and inherent part of the lives of the migrant workers' children. Participant 6 said, "High mobility might be the single greatest impediment to academic success of many migrant students," noting that

high mobility leads to high student absenteeism, the stressors of frequent moving and late enrollment in school, and failure to complete the school year. Participant 7 stated that many migrant parents' income is below the poverty level and school attendance is determined by the families' needs, making education a luxury. All the participants agreed that if there is money to pay the bills, children may attend school; if not, they may miss school to work. They also agreed that children often offer an important financial contribution to the family income because of their endurance and strength in migrant labor.

Observation Results

Observations permitted me to acquire an understanding of the barriers that are keeping migrant students from processing the skills of reading comprehension in the classroom. These observations also allowed me to discern how the teacher uses or does not use a variety of strategies to teach reading comprehension to migrant children. In addition, the observations permitted me to compare what I was seeing with what I was hearing in the interviews with the participants. After coding interviews, observations, and document analysis, I was able to make further comparisons between the sources (Appendix D). This chapter will report on the findings of individual data sources and those that arose when sources of data were compared.

1. What Is the Objective of the Class?

All five of the classes that I observed were language arts classes. In two of the five classes, the teachers employed text vocabulary builders, read-alouds, discussion, and graphic organizer assignments. One classroom teacher assigned sentence frames for the

class period as a review for a prior lesson which was given the day before. In the two remaining observations, both teachers used vocabulary flash cards and retells of the story that they were currently working on. One of these two teachers introduced cause and effect questions and the other asked inference questions to the whole group. Teacher 3 stated the lesson objective verbally before the lesson started. The objective stated that the students would be able to retell the main idea of a story and participate in group discussions. Teachers 1 and 2 posted their lesson objectives on the whiteboard of each class. The scripted learning objective stated, "Students will be able to answer text-based questions about informational passages." The objective of Teacher 4's lesson was to for the students to be able to begin to make meaningful predictions and retell a story based on the text's illustrations. Teacher 5's lesson objective was for students to connect a read-aloud story to personal experiences and begin to think about cause and effect.

2. What Strategies and Methodologies Does the Teacher Employ? Direct, Constructivist, Lecturing, Demonstrating, Collaborating, Classroom Discussion, Debriefing? Describe Each in Detail.

All classrooms were filled with visuals and samples of students' writing and graphic organizer materials. None of the students had individual computers and only one class had shared access to computer lab one day a week. All students had individual text books and basic supplies. In each class observed, small groups of migrant children set together near the back of the class with occasional walk-bys by teacher. Three teachers carefully followed scripted Language Live! lesson plans with follow-up worksheets. These three teachers employed lecturing and debriefing methodologies. Two of the

teachers employed lecturing, demonstrating, and classroom discussion strategies. All teachers demonstrated good classroom management and I observed no disruptive behavior from any of the students, including the migrant children. Of course, this might have been due to the fact that an unfamiliar "visitor" was in the classroom! The majority of migrant children did not raise their hands to read aloud, answer questions, or to participate in discussions in any of the observations. Only one teacher worked in small group with the migrant children in a 10-minute iReady review of vocabulary words after the lesson was presented to the rest of the class. The table in Appendix records strategies used in the classroom during observations.

3. How Do These Strategies and Methodologies Achieve the Objective of the Lesson?

Lecturing strategies, especially when they are interactive, can promote motivation, language modeling, and exchange of ideas. Four of the five teachers employed some lecturing in their lessons. Classroom discussions can be exciting and motivational and increase higher level critical thinking skills. Discussions promote cause-and-effect thinking skills and can challenge the both students and the teacher. Demonstrations and visuals can increase vocabulary, sequencing and predicting skills for readers. Word walls are very effective for word recognition and reinforcement. Teacher modeling is a valuable technique for teaching articulation, and rephrasing is a good way to impart comprehensions skills. Debriefing helps the student prepare to really "hear" the story and understand the characters, relationships, and make predictions.

4. Describe the Activities in Detail That Support the Objective.

Most of the teachers received varying time frames/courses and methodologies for teaching reading comprehension strategies. Four of the five teachers received specific instruction to teach ELL children and all were familiar with differentiated instruction. Two of the teachers were observed using read-aloud techniques with their students during reading times. The teachers used vocabulary builders before the read-aloud that appeared to be effective with all of the students in the classroom, including the migrant children. Before the read-aloud, the teachers used visual pictures in conjunction with the English word describing the picture or object. The pictures were presented twice, with the teacher pronouncing the written word and the children repeating after her out loud. A Smartboard projector was used to project the pictures onto the whiteboard. The class read the story aloud with the teacher. The teacher then opened up the class for spontaneous discussion about the story. They discussed the sequencing, characters, plot, and conclusion of the story. The migrant students did not participate in the discussion unless called upon by the teacher. When called upon, the migrant students appeared anxious and spoke very softly. One student knew the answer to a question about two of the characters in the story, but could not describe the characters in detail and had difficulty remembering their names. One student did not talk at all when called upon.

After the discussion, all of the students stood in line and were given their graphic organizer books. They sat down and were instructed to start charting the events in order of sequence. The sequences were written and listed in colored blocks for the students to cut and paste in order. The class ended with students working on their graphic organizer

printouts. Four of the five teachers use graphic organizers books or had them either hanging on a board or in a stack on a work table. This is another strategy that appeared to work for the migrant children. Two teachers appeared to be "scripted," but that did not take away from the teaching and learning of the students. There was not much room for teacher creativity for those teachers as most of the lesson plans were indeed scripted by Language LIVE! (the official reading program for the entire district). It appears they had to do it all by the book.

5. How Do the Teaching Strategies, Methodologies, and Activities Observed in the Classroom Address Specific Difficulties Encountered by Migrant Students?

The visuals and vocabulary builders helped the migrant students identify words and clarify their meanings. Teacher modeling helped the students in phrasing and articulation. Sentence framing supported fluency and discussions. Read-alouds built confidence and retelling reinforced interpretation and sequencing. Graphic organizers such as the colorful sequencing chart mentioned above, helped cognitive organization skills.

The migrant students appeared to be just as capable of achieving as much as any of the other students in the classroom. However, I observed that the real challenge was to be able to offer consistent, long-term reading instruction for them.

Two of the five teachers displayed high expectations of their students, and they considered this one of the most critical factors for promoting migrant student success. The teacher stated, "Maybe the most important quality I can bring to the migrant children

in my classroom is believing that these kids are skilled in thinking critically and of attaining accomplishments. They are able to do it."

Results

Analysis of coded interview responses yielded information in relation to teacher perceptions and understanding of factors that influence reading comprehension strategies and instruction for children of migrant workers. The five thematic groups which emerged from the responses to the interview questions were: a) teacher perceptions of differentiated instruction, b) language and cultural barriers, c) knowledge and vocabulary, d) parent involvement, and e) financial issues and mobile lifestyle.

Participant Response Theme 1: Differentiated Instruction

According to research participants, a common and pervasive use of differentiated instruction is used in their language arts classes to teach reading skills and reading comprehension. Four of five participants stated that they received general training in some form of differentiated instruction. The first thematic group included teacher perceptions of differentiated instruction strategies which involve giving students choices about how to learn and how to demonstrate their learning. Differentiated instruction is the way in which a teacher anticipates and responds to a variety of students' needs in the classroom. The teacher "sets apart" or "differentiates" the content by arranging activities for groups of students that cover various levels of intellectual behavior going from lower-order thinking skills to higher-order thinking skills (Tomlinson, 2003). Examples of differentiating activities include 1) matching vocabulary words to definitions 2)

incorporating charts and illustrations within texts 3) playing videos 4) creating a power point 5) listening to audiobooks 6), and acting out a scene (Tomlinson, 2003).

Four of the five teacher participants mentioned that "differentiated instructional techniques" were an effective tactic for them because it was a form of a useful instructional practice and they had positive experiences with it when it came to teaching ELL children. Four of five teachers-participants stated that using sentence frames for building discussions and structure for stories was a very effective strategy. Two teacher-participants indicated that they were trained in other areas such as B-CLAD and one teacher studied Spanish at her local college. Four of the five teacher participants stated that they received little or no specific training in working with children of migrant workers and that very minimal post-graduate training was offered professionally or in the community. Three of the five teacher-participants were familiar with the strategy of activating prior knowledge while teaching children of migrant workers, but stated that it was difficult to employ that strategy due to language barriers. All teachers expressed that they received no or very minimal training of any kind for the specific population of children of migrant workers. Most of their general training and post-graduate training included differentiated instruction, but nothing specific for migrant children. The teachers employed the same reading comprehension strategies in general for all of the students in their language classes.

Participant Response Theme 2: Language and Cultural Barriers

Teachers expressed concerns about cultural barriers. Language differences among school children often hinder their ability to engage each other on an equal basis, thereby

emphasizing the differences. The language difference in dual-language situations can often foster an "us versus them relationship." Teacher 4 said, "They are bullied for being different because of their culture, so cultural barriers are an issue when it comes to reading. The migrant children sound 'funny' to the other students." Teacher 5 concurred that "frustration and lack of motivation" played a part in migrant students' reading difficulties. Two of the teachers were concerned about the lack of bilingual personnel and this fact greatly affects their instruction and communication with the parents and also the students. Language barriers between teacher(s) and students greatly affects their instruction. Migrant students are often bullied by others and often develop low self-esteem. They rarely attend pre-school and have difficulties sounding out the alphabet and words as well as the retelling of stories and fluency. Language and cultural barriers affect the learning process, especially in reading comprehension, and these difficulties are compounded by the migrant mobility life style and absenteeism.

Participant Response Theme 3: Knowledge and Vocabulary

The language barrier, lack of vocabulary, and difficulties in accessing prior knowledge were the predominant concerns among the teacher-participants. Three of five of the participants mentioned that they use approaches that involve repetition, retelling, evidence, and refutation for all of their students, including children of migrants, because access to prior knowledge is minimal and vocabulary in either language is limited. Teachers state that they use lots of repetition because migrant children have limited vocabulary and do not know the definitions of the words. Teacher 4 said, "I consider that prior knowledge is limited, and I try to give migrant children cooperative groups and

extra time to strengthen vocabulary." Teacher 1 stated that she uses the same approaches for all students in the class. She continued, "Retelling, visuals, repetition, and one-on-one pair and share for all. I think that the migrant children just need to fit in so I have them do exactly the same things as the other kids." Similarly, Teacher 2 stated, "I use the same approaches for all of the ELL students, and I incorporate retelling, visuals, and repetition." Teacher 3 said, "I concentrate on building vocabulary, scaffolding, and sometimes use texts written in Spanish and English with the migrant children." Most teachers agreed that the migrant kids "do not attend pre-school and have difficulties sounding out/ decoding" and they also have minimal vocabulary words. Three of five teachers made the point that the real challenge is to offer dependable, continuing reading instruction that involve all those different strategies. They did agree that migrant program directors need to work to bring into line instruction that implements more of these strategies for migrant students. All teachers agreed that "a lack of training and knowledge" when working with migrant children has made the challenge much more difficult.

Participant Response Theme 4: Parental Involvement

Three teachers stated that lack of or limited parental involvement was a major barrier. All teachers stated that the parents are given opportunities to become involved in their child's academic and reading skills advancement, but two teachers stated that the point that the parents speak Spanish in the home and "sometimes appear to not trust educators" are two factors that prevent them from participating in their child's learning and reading process. Providing translators and language assistance, for example at PTA

and Open House forums, is one vital step in encouraging migrant parental involvement in education. One teacher added that she thought it was critical that educators understand child-rearing practices and family relationships in addition to interpersonal communication, if they are to truly understand culturally diverse parents.

Participant Response Theme 5: Financial Issues and Mobile Lifestyle

Financial issues and mobility were top-of-mind for administrator-participants. Participant 8 declared, "We literally don't receive enough money to meet their academic demands." Participant 7 agreed, stating that there wasn't enough money for computers, supplies, bilingual staff, extra materials, and books. Migrant families often move to "follow the crops" for financial income and this fact interrupts the learning process and continuity in their overall education. Participant 8 said, "Fortunately, more and more traditionally migrant families are beginning to become less mobile as they obtain jobs in agricultural or poultry processing plants and due to the fact the farm workforce is now being comprised of more single young males." However, many more families and their children are "still traveling with the crops." The administrators also make the point that there are a multitude of educational problems still associated with the high mobility that is an integral and inherent part of the lives of the migrant workers' children. Participant 6 said, "High mobility might be the single greatest impediment to academic success of many migrant students." She believes that "moving all the time is stressful." Another administrator-participant cited the stressors of "enrolling late and leaving during the school year." Participant 7 stated that many migrant parents' income is below the poverty level and school attendance is determined by the families' needs, making education a

luxury. They also agreed that children who are capable often offer an important financial contribution to the family income because of their endurance and strength in migrant labor.

Observation Results

Key Findings

Migrant students sat together at the back of the class in two of the five classes that I observed. In three of the classes, the migrant students were blended into the class and sitting in no particular group or location. After the teacher and class were observed, I then interviewed the teacher on the same day. Four of the five teachers taught the lesson to the whole class and made no distinction while directing the migrant students. One teacher did do numerous "walk-bys" to check work of all students and to ask if the migrant students understood the assignment.

All records and strategies used by the five teachers during the observations are listed in Appendix D. Migrant students were included in all instruction and assignments. I did not observe any special group assignments for migrant children or accommodations made for the students who were struggling. Teachers stated that they usually always felt positive about teaching their students, but this year has been different because there are more migrant students. The classes consist of students with more diverse backgrounds than the year before, predominantly more English learners, and the challenge is to find more resources, bilingual textbooks, and bilingual aides to help the migrant children to be successful.

I observed language arts classes and all teachers posted the objective of the lesson on the whiteboards or on a bulletin board near the door as required by the school district. I observed many diversified strategies being used in order to strengthen vocabulary. Four of the five classes were filled with visuals and graphic organizers hung on the walls. Two of the classes employed Power Point designs with vocabulary words to accompany the read-aloud of the text. Four of the classes had two computers in the classroom and one class had no computers as the teacher stated they were "broken."

Limitations

The research directed in this study has two limitations that need to be observed as the implications, data, and findings are presented and inspected. Despite these limitations, this research is proposed to be an important input to accessible knowledge and resources in this subject, in addition to a point from which further research may be stemmed in the future.

The first limitation is one that might be anticipated with most exploration of this subject matter. Because the data collection tool engaged here consisted primarily of interviews, there is always the possibility that the replies produced may be flawed because of any of several factors. Even though the instrument was intended to be done in a short time span, respondents may have accomplished it quickly and, as a result, erroneously.

Because the interviews were done in person, and the researcher observed the class earlier in the day, there was the possibility that the participants might have been nervous and did not give their full lived experience. Even though the interviews were intended to

be clear and thorough, the teachers were encouraged to ask questions and or clarifications. The participants did not mention anything personally that might have made them feel uncomfortable.

As is true for all primary research involving interviews, there is always the possibility that the participants in the study might have been less than forthcoming or honest in their specified responses. All possible efforts were taken to diminish such a likelihood. The interviews were done anonymously, with no identifying evidence and teachers were afforded the chance to complete the interviews when they felt comfortable.

The second limitation of this research report has to do with data gathered in the first section of the interviews. As indicated by some responses, more than 90 percent of participants had 6 or less migrant students in their classes. Since a large percentage of participants have low numbers of migrant students, it can be anticipated that all consequent answers are, thus, geared toward those kinds of numbers. Elementary teachers in the classroom who teach higher numbers of migrant students might have provided different answers, because of their specific resources and lived experiences. Likewise, all teachers experimented in this study teach in schools with comparable kinds of programs for migrant students. The teacher-participants' similar migrant programs might pose limitations on the data collected.

Evidence of Quality and Credibility

Credibility for this case study was attained by using researcher reflexivity and the validation approaches of triangulation and rich description. To ensure credibility, reliability, and trustworthiness in my exploratory case study, I recorded the interviews

and transcribed the recordings sentence by sentence. Researchers described the participants' descriptive data to establish the trustworthiness of their findings (Creswell, 2012). Golafshani (2003) stated that credibility can be obtained in qualitative research by reviewing the study's findings in relation to the accuracy of the participants' data. Golafshani also states that transferability can be obtained by establishing an in-depth description of the phenomenon being studied. My data were collected carefully, and my interviews provided detailed descriptions that would allow the study to be replicated. According to Creswell (2012), dependability can be found through vigilant collection of the data and interpretation of the findings. The research was conducted in an ethical manner and employed in-depth methodological descriptions to allow integrity of research. My findings were based on comprehensive and descriptive information.

Reliability and Validity

Creswell (2009) suggested that reliability and validity could be established by a triangulation of the data. Interviews, classroom observations, and field notes were used to triangulate data, construct validity, and establish reliability. In addition to triangulation, I used rich and thick descriptions, as well as coding (Creswell, 2007).

Internal validity was tested following Yin's (2009) method. Yin suggested using logic models during data analysis, applying pattern matching, and recognizing opposing explanations. This case study used pattern matching and explanations during the coding process. The study also addressed non-examples or rival explanations.

I also used Yin's model to test for external validity. External validity is designed to generalize the results of the case study to other defined populations. The data from the

case study allowed me to generate a theory regarding the relationship of teaching methodologies to the specific learning difficulties encountered by migrant students. Yin's model for reliability and validity depends on careful development of case study protocol. Yin asserted that a study is reliable and valid if equivalent findings are reached when the research procedures are repeated. Creswell (2007) stated that precise documentation of procedures and in-depth descriptions adds to the validity and reliability of case study research.

Methods for Dealing with Discrepant Cases

A deviant case analysis approach was used to validate the outcome of a researcher's sampling findings and management of data. This method is sometimes referred to as negative case analysis. This approach is based on the view that any findings produced from data should be able to explain a wide range of observations. It also provides assurance that a study has been conducted in a thorough way and contributes to finding unique theoretical relationships. Data were systematized and compared with the theoretical relationships included in the data to find and account for any discrepancies.

Conclusion

Although migrant students share some impediments with other students, the specific combination of challenges implicit in migrant culture, including not only poverty and language learning but also mobility, makes teaching children of migrant workers especially difficult. This exploratory qualitative case study explored how teachers address migrant students' reading comprehension challenges, with a special emphasis on the factors that can be directly addressed in the school environment, including teaching

methodology, language learning, and parental involvement. I obtained the data through interviews, observations and field notes. I analyzed the data using Hatch's typological analysis method and used triangulation to minimize errors. In addition to triangulation, I used rich and thick descriptions and coding (Creswell, 2007). The study sought to identify the strategies and methodologies used to teach the reading comprehension skills of migrant children and how and why they are chosen, including not only classroom activities but also labs and CAI.

Eight participants answered a total of 14 interview questions. This included five general education teachers who teach all-ELL/migrant language arts classes and one guidance counselor, one principal and one community liaison. The participants in the study did not obtain a copy of the questions proceeding to the interview. Each interview question was asked precisely as printed on paper.

The data analysis was organized, collected and recorded accurately from participant interviews directly after the interviews were completed. All patterns were transcribed in one-sentence generalizations. Griffe (2005) noted the process of writing and transcribing allows researchers to become familiar with the data. The data from the interview were transcribed in relation to each of the research questions. The data were reviewed and studied several times to guarantee an adequate amount of data had been gathered. During the original review, I was able to take down the important viewpoints of the data. Following the initial review, the process of coding started. Throughout this process, some of the codes were redundant and were combined or separated. This method permitted me to learn personal experiences from each participant and gain an

understanding of each participant's point of view towards teaching practices as well as strategies to overcome the specific challenges and obstacles encountered when working with children of migrant workers.

Creswell (2009) explained the importance of rich and thick descriptions and coding. According to Hatch (2002), the coding process needs to incorporate pattern matching, followed by further data analysis to establish whether appropriate patterns are reinforced by data and if non-examples are numerous within the identified patterns. I coded data by using Microsoft Word and Microsoft Excel spread sheets to open a copy of the coded transcript. The spreadsheet consisted of pattern codes that were assigned to the domains or topics labeled in the transcript. Coding patterns used in this study consist of highlighting, emphasizing key points by underlining, circling vital themes, or shading quotes specified from each participant in the study. Coding data in a qualitative study consists of pattern matching or cataloging the descriptive information that the researcher has gathered throughout the study (Yin, 2012). Utilizing a coding system allowed me to reduce the data sets into lesser units through the formation of groupings and perceptions obtained from the data. The data derived from the research were stored in a safe in the researcher's home.

Yin (2009) stated that data analysis comprises of tabulating, testing, examining, categorizing, and recombining qualitative evidence to speak to the initial intentions of a study. Typological analysis permitted the researcher to examine participants' data by categorization and coding data into distinct categories. Hatch (2002) stated that inductive analysis comes from links with themes and patterns. The responses to the interview

questions revealed five themes: a) teacher perceptions of differentiated instruction, b) language and cultural barriers, c) knowledge and vocabulary, d) parent involvement, and e) financial issues and mobile lifestyle. I organized each participant's responses to the interview questions in tables. I also provided a narrative description.

In response to the interview questions, all teachers indicated that they received minimal or no training to teach reading comprehension skills to migrant children. The teachers stated that differentiated instruction, including graphic organizers and guided practice, were the most-used techniques to teach migrant children in their classroom. They also stated that the strategy of activating prior knowledge was effective but was often difficult due to language barriers. Language barriers between the teachers and the students, as well as language barriers between the teachers and the parents, were another major issue for the teachers.

All participants agreed that the two leading challenges in teaching reading comprehension to children of migrant workers was the fact that many of them and their families still lead a migratory/mobile lifestyle and that the migrant students are not able to continue instruction in a continuous and uninterrupted fashion.

Overseeing diversity in education is a complicated process. Factors of diversity management such as religion, culture, language, gender, and race are subjects that the school administration has to overcome while managing diversities (Kindler, 2005). Participant 8 stated that lack of financial resources in every area was the main problem in developing programs for children of migrant workers. Participant 6 stated that the lack financial resources for personnel to develop parental involvement was the leading

challenge in developing reading skills as well as other academic endeavors for children of migrant workers. Participant 7 said that the language barrier and mobile lifestyle were the two major factors affecting the reading skills of the children of migrant workers. All participants declared the limited involvement of parents was a major challenge in teaching, not just reading comprehension, but all academic subjects, to migrant students.

The findings from this study indicate that there is a need for improvement in training teachers who educate children of migrant workers. Migrant students need specialized instruction and educators need to find new ways to maintain consistency in the instructional process as the students must travel to survive financially. Accomplishing many of the best practices to educate migrant children would require both curriculum and instructional changes, as well as educational financial support. In order to achieve quality results, especially in the areas of reading skills and comprehension, more research and further investigation are needed to develop new methods of improving and advancing a consistent and specialized instruction method to educate children of migrant workers.

Section 3: The Project

Introduction

This exploratory qualitative case study reviewed the reading comprehension teaching practices and strategies that teachers use to overcome the specific challenges and obstacles encountered when working with children of migrant workers at Sierra Valley Elementary School in California. These practices and strategies are effective in increasing the reading comprehension of children of migrant workers. Teachers who implement these practices and strategies provide an environment where migrant students are drawn into reading (Slavin, 2012). Fostering an optimistic classroom climate through reading comprehension teaching practices and strategies contributes to the development of reading skills (Dewey, 1916/2009).

This project consists of a Saturday computer lab that incorporates CAI for migrant parents and children to introduce software for reading comprehension skills that students can access themselves and take with them as their parents follow the crops to make a living for their families. By learning effective ways to teach reading comprehension, Saturday computer lab participants can develop reading comprehension skills and strategies and may improve academic achievement. The CAI contains information from the research that demonstrates the benefits of implementing weekend migrant education programs or a Saturday computer lab. Providing this information to teachers is vital because scholars have recognized that using the reading comprehension strategy on the weekends assists migrant students in increasing their reading skills to achieve greater proficiency (Ramirez, 2015). Researchers have shown that teachers who implement

reading comprehension skills and strategies in their classrooms see their students' reading articulacy progress (Kilanowski, 2014).

The Saturday computer lab includes general information about reading comprehension skills, as well as steps that teachers can follow to implement the strategy in their classrooms and in supplemental classes. Descriptive information is incorporated in the Saturday computer lab about the critical components of reading comprehension skills implementation. To ensure that children do not fall behind, the Saturday computer lab offers bilingual and multicultural instruction to help parents with CAI as well. Research shows that Saturday programs have been a way to increase learning and enhance student accomplishment, yet proper use of Saturdays as part of the school agenda, along the lines of the migrant program, is in short supply in California (Ramirez, 2015).

The district has been trying to raise the reading levels of migrant students, but this goal has been difficult to achieve due to such students' mobility, which may cause them to fall behind. Reading subgoals have not been met for migrant students. A Saturday computer lab supports the district's efforts to meet the district's reading performance objectives for children of migrant workers.

Section 3 outlines the Saturday computer lab, its objectives, and the basis for its development. This section includes a review of the literature on the use of a Saturday computer lab for developing reading comprehension skills. The steps for the lab's implementation, means of evaluating the supplemental weekend lab, and suggestions for social change are presented in this section.

Purpose and Goals

The Los Angeles United School District Migrant Education Program, together with professional associations and educational organizations, has established a set of standards for children of migrant workers that outlines characteristics of a Saturday computer lab to promote reading fluency, comprehension, and student success (Núñez, 2009). The lab is designed to support comprehensive educational programs for migrant children to mitigate the educational interruption and other complications that come from repeated moves. The curriculum is aligned to national and state standards, is research based, and encompasses relevant, high-interest concepts and content. The Saturday computer lab emphasizes English reading skills based on district and state standards. The Saturday computer lab can support the following objectives:

1. Provide high-quality and comprehensive educational curricula for migratory children to help decrease the educational disturbances and other difficulties that result from repeated moves.
2. Guarantee that migratory students are offered appropriate educational services that speak to their special needs in a synchronized and resourceful manner.
3. Assure that migratory students can meet the equivalent challenging state content standards and challenging state student performance standards that all students are projected to meet.
4. Introduce computer programs to aid migratory students in overcoming educational interruptions, cultural and language barriers, social isolation, and

other issues that constrain the ability of such students to perform well in school.

5. Train migrant children to make an effective changeover to postsecondary education or employment, and guarantee that migratory children profit from state and local systemic restructurings.
5. Prepare migrant students for a positive school experience.
6. Help migrant children grow a desire for reading now and in the future.
7. Help migrant children successfully finish a K-5 instructional program using software for reading comprehension skills.

A Saturday computer lab focused on reading comprehension skills and strategies benefits migrant and school staff by offering an approach that they can use to increase students' reading comprehension (Doi et al., 2016; Due & Riggs, 2009; Jasis & Marriott, 2010; Liu & Su, 2014; McLaughlin, Rodriguez, & Madden, 2008; Sierens & Avermaet, 2017; Torre, 2012). Lu, Lin, Vikse, and Huang (2016) established that educators who took part in Saturday computer lab reading instruction found that even the most struggling readers were engaged and experienced reading accomplishment through the software programs that are part of this instructional technique. Teachers who incorporated a Saturday lab into their ESL curriculum reported that Saturday lab activities helped their migrant students take ownership of their reading, developed excitement about reading in students, and increased students' reading comprehension (Sierens & Avermaet, 2017).

These benefits of Saturday lab were strengthened by my research. I discovered that teachers who used Saturday lab weekly as a motivational tool to build reading skills increased comprehension in their students (Lu et al., 2016). Teachers stated that the lab increased migrant students' readiness to read. Lu et al,. (2016) also stated that teachers who used various, rotating reading software in a supplemental computer lab promoted better reading comprehension. In response to this research, I developed the Saturday computer lab proposal described below to help elementary-school teachers improve reading comprehension in migrant students.

Goals. The Saturday computer lab goals were based on the findings from my study, specifically that the implementation of strategies for teaching reading comprehension to children of migrant workers improves comprehension by spurring student enjoyment, nurturing students' investment in refining their reading skills, and allowing teachers to rotate students through various new reading skills. The goals of the Saturday lab were to raise teachers' knowledge of the value of reading comprehension for migrant students and ways to implement it in Saturday education. The goals for elementary teachers with migrant students included the following: (a) learning and listing ways that the Saturday computer lab may increase reading comprehension, (b) learning and listing ways to implement the Saturday computer lab in their curriculum, (c) learning about accessible resources that may help them use the Saturday computer lab weekly, and (d) learning and using the steps of the strategy to develop Saturday computer lab lessons by using effective reading software.

These four goals determined the organization and implementation of the Saturday computer lab or weekend education for migrant students. Kilanowski (2014) made the point that before introducing a Saturday computer lab class, the organizer should consider numerous key components. The Saturday computer lab facilitator should articulate the goals of the class and determine steps for helping migrant students reach those goals.

The district has met neither its general target concerning reading proficiency for all migrant students nor its subgoals regarding reading comprehension (California Department of Education, 2017). By introducing the Saturday computer lab, my project aligned with the district goal. I offered guidance and urged the application of a strategy that has been shown to strengthen reading proficiency in migrant students. Because of the failure across the district to meet reading proficiency goals for migrant students, the Saturday lab was presented to all district elementary teachers.

The Saturday computer lab training will take place every weekend for the next 2 years and consists of numerous Saturday activities for the whole family. Saturday computer lab implements software or web lessons that permit migrant students to do exercises and quizzes after finishing their lessons. The facilitator will determine whether the material has an appropriate pace and clear demonstrations. For instance, a lesson might consist of a tutorial on the use of a mouse—a pleasing tool for a novice computer user. The activities in online instructions and in software are often interactive, permitting students to practice the knowledge that they are absorbing.

Questions for teachers to ask in evaluating software or online tutorials for migrant students regarding reading comprehension include the following:

1. What is the reading difficulty level?
2. Does the language and content aid in reinforcing my curriculum?
3. Is the software or website easy for students to use?

Saturday lab teachers will be provided with an agenda for each session consisting of key points about reading comprehension and implementation steps to present software reading activities such as CAI. I incorporated collaborative fun and interactive activities for the teachers to add to their Saturday curriculum. A combination of collaborative learning opportunities in small face-to-face groups and hands-on activities throughout the weekend using interactive software will be implemented. There will also be additional training materials for participants in this computer lab that are free to teachers.

Rationale

I selected professional development training for my project to offer teachers knowledge and skills in implementing a Saturday lab to improve student reading comprehension (Free & Križ, 2016). This professional development training was designed specifically in reading to provide training participants with knowledge and guidance on an effective reading comprehension strategy that will be used in this Saturday computer lab for migrant students. Providing professional development training for teachers that makes available information regarding valuable reading strategies can increase educators' effectiveness and improve students' reading comprehension (Doi et al., 2016; Jasis & Marriot, 2010; McLaughlin, Rodriguez, & Madden, 2008; Nunez, 2009; Ramirez, 2012; Torre, 2012).

Professional development training might help teachers implement the curriculum of the Saturday computer lab better. Kilanowski (2014) found that teachers who contributed in professional development training programs altered their beliefs about various strategies and progressed their instructional attempts. Educators who take part in professional development opportunities can develop and instrument new instructional practices (Due & Riggs, 2014). Due and Riggs (2014) ascertained that reinforcing teaching practices by offering teachers information and application procedures for research-based strategies improves learning for migrant students. Professional development occasions should put the emphasis on refining teaching practices by excavating the teacher's subject-matter and content skills via relevant learning activities that can be applied in a weekend lab (Jasis & Marriott, 2010). Kilanowski (2014) made the point that professional development programs need to address the practical needs of teachers, raise their knowledge, and identify desired educational outcomes. Successful professional development occasions go beyond simple building of skills. For professional development to be operative, it must train teachers to implement the strategies and procedures that they have learned (Due & Riggs, 2014).

I picked a direct format for my professional development training. A face-to-face or direct format facilitates collaboration in a group and fosters familiarity among participants (Liu & Su, 2014). Teachers who participate in face-to face professional development sessions favor this mode of learning over online training (Torre, 2012). Meeting in person for professional development training generates a sense of closeness among participants and encourages expressive conversation, both of which are significant

for efficient teacher learning (Jasis & Marriott, 2010). Furthermore, face-to-face participants can be free from interruptions and able to focus more closely on the professional development topic being discussed (McLaughlin, Rodriguez, & Madden, 2008).

Review of the Literature

The information involved in the training is based on a reading strategy for teachers of migrant students that may increase reading comprehension. Conventional and electronic approaches were used to identify literature on this issue. I consulted the following resources from Walden University's library to find empirical studies relevant to Saturday labs, and specifically to professional development in reading comprehension: Digital Dissertations, Teacher Reference Center, ProQuest Central, Education: A SAGE full-text database, Education Research Complete, and ERIC. As keywords, I used *Saturday lab*, *reading comprehension*, *migrant students and reading*, *computer lab*, *language skills*, *effects of reading*, *professional development*, *professional development reading*, *self-concept*, *self-esteem*, *cooperative learning*, *effective instructional strategy*, and *metacognitive learning strategies*. The search engines used were Google Scholar and Google Scholar Advanced Search. The topics discussed in this literature review include Saturday lab, the development of migrant student reading comprehension skills, and professional development training.

Reading Comprehension

Numerous methods of teaching reading comprehension have been shown to be effective, including comprehension, metacognition, using graphic organizers, and

comprehension questions, among others (Melgarejo, 2017). These strategies aid comprehension in many ways. Comprehension monitoring and metacognition are similar strategies in which students are given tools to track their comprehension. Both require students to be very involved and aware of the effectiveness of their reading (Melgarejo, 2017). Students are openly taught that even though they are reading, they need to be thinking and visualizing. Nevertheless, the thinking they do is contingent on their own experiences and therefore is subjective. Students must be taught to recognize when their understanding is incomplete or lacking. Similarly, they need to take note of all the background knowledge that is triggered as they read, particularly any connections they can make to their own life and to other texts (Shaunessy-Dedrick, Evans, Ferron, & Lindo, 2015).

Children who have rudimentary skills in reading can turn out to be fluent readers, given appropriate support. On the other hand, struggling students who are not given support may act out their frustrations through disruptive behavior (Wang, Cheng, & Smyth, 2018). As students develop through the grades and the curriculum, if they have not mastered reading comprehension and fluency, they will increasingly struggle with the progressively more challenging material. Reading comprehension is needed even through middle and high school (Kilanowski, 2014).

Many classroom teachers do not include a computer lab as a strategy for developing students' reading comprehension (Darvin & Norton, 2014). A lot of teachers and their students are getting a failing grade in reading skills (Maury, 2017). Even though educators articulate an urgent need to remedy reading failure, educational organizations

appear not to be responding by offering quality instruction to students who are children of migrant workers (Faas, Sokolowska, & Darmody, 2015). Many classrooms lack targeted instruction in reading comprehension (McHatton, Zalaquett, & Cranson-Gingras, 2006).

Targeted instruction in reading comprehension is particularly important for students who have a migratory lifestyle. Historically, reading struggles have been the most common reason students are referred to special education (National Center for Educational Statistics, 2017). It is critical to recognize and support the literacy development of all students, and particularly those of migrant workers. Many migrant students start their school careers with low reading scores (Torre, 2012). Individuals with reading comprehension issues not only experience academic problems, they are likely to have lower educational accomplishment and earn less as adults (Maury, 2017).

Students who struggle with reading comprehension need supplemental support through interventions that target reading fluency (Due & Riggs, 2014). Researchers have recognized that migrant students can raise their reading levels when teachers offer intensive and directed reading interventions, such as weekend teaching or a computer lab (Free & Križ, 2016). Researchers have proposed that intensive and early interventions should be essential elements of a good comprehensive reading method (Faas, Sokolowska, & Darmody, 2015).

Saturday Lab

As the circumstances and the classrooms in schools become more multifaceted, and the students' educational needs more varied, teachers must recognize and depend on effective interventions for teaching reading to students of migrant workers. Interventions

must target comprehension to prepare students to learn other academic skills. They need to acquire and develop the skills of deciphering words (Doi et al., 2016). To shape reading comprehension, teachers must offer students appropriate instructional reading activities, such as computer labs (Jasis & Marriott, 2010). Offering students varied options and opportunities to practice reading improves reading comprehension and allows students to simplify their learning to meet new reading comprehension challenges (Doi et al., 2016). Teachers who implement Saturday computer lab offer multiple chances for reading practice. Furthermore, educators who incorporate supplemental computer labs and software into their classrooms offer an effective reading strategy in a setting that is cooperative and includes students in their own learning (McLaughlin, Rodriguez, & Madden, 2008).

Saturday computer lab is a concentrated intervention that can be executed early and across grade levels. Darvin & Norton (2014) have found that the computer lab improves students' reading comprehension skills. They reported achievement in teaching comprehension through the computer lab with lower elementary students. Darvin and Norton state that research has shown that pre- and post-test comprehension assessments were used to record the reading rates of students beforehand and after practicing reading scripts and rehearsing in front of their peers day-to-day for 13 weeks. They discovered significant improvements in comprehension skills, with 47% of the students showing an increase in reading comprehension. DuFour (2016) found that teachers who integrate technology into the classroom curriculum, such as iPads and the Trading Card app, strengthen students' reading comprehension and summarization skills. With the free

Trading Card app for iPad, students can collect and compare the vital details about a place. Students can do things such as fold, print, and share their trading cards with other pupils. Other studies from Torre (2012) established that students who contributed in reading computer lab activities showed a high level of student engagement, leading to increased reading comprehension skills.

Teachers in this study emphasized the significance of using computer lab or weekend teaching to correctly model fluency and articulation for students. Students taking part in computer lab activities have access to various software programs that can help with comprehension (Faas, Sokolowska, & Darmody, 2015). The modeling of comprehension gives students the exposure to comprehension elements essential for increasing proficiency in reading comprehension (Wang, Cheng, & Smyth, 2018). Accuracy, automaticity, and prosody are essential components of reading, and struggling readers need exposure to these elements to improve their reading skills (DuFour, 2016).

Even when students can identify words and confidently read text, they may not comprehend what they read. Learning to comprehend text is a serious task for students to learn to be effective in school and future vocations. As new technologies like the computer lab emerge, there is a push to assimilate technology into the classroom to promote academic achievement among students. When computer lab is used as a stand-alone activity, students can engage with software programs that provide instruction and practice, in lieu of getting direct training from an individual. These programs, such as Fast ForWord, SuccessMaker, and Reading Plus (variously termed web-based or

computer-based programs, courses, or interventions), are intervention programs developed for struggling readers. (Wang, Cheng, & Smyth, 2018).

Reading Plus is a web-based reading intervention program designed to develop silent reading, vocabulary, fluency, and comprehension skills. The intervention program includes differentiated reading activities, progress monitoring, and reading assessments (Liu & Su, 2014). Fast ForWord by the Scientific Learning Corporation (2012) is a set of web-based brands intended to raise the cognitive process which enables effective reading skills and addresses a wide variety of critical thinking and language skills. SuccessMaker is web-based instructional software that delivers individualized instruction for mastery of reading concepts. The program is designed to be highly interactive and engaging for students. It also collects student performance data to help teachers plan lessons. All three of these web-based products are designed as stand-alone programs to be used as interventions for struggling readers, not as components of the core curriculum.

Saturday lab computer software supplements teacher-centered teaching by offering students extra skill training. Comprehensive teacher-led reading programs such as Voyager Passport Reading Journeys (2011) and Voyager Passport Reading Journeys for middle and high school students by Cambium Learning Group (2016), are comprehensive reading programs with software modules that offer extra practice. VocabularySpellingCity.com (2016) offers extra spelling and vocabulary practice and permits the teacher to modify the content so that the activities align with the core curriculum and lesson plans. Accelerated Reader (Renaissance Learning, 2016) offers automatically reading levels and online quizzes for students to take after reading. Such

resources differentiated inspire students to read, and promote both reading and vocabulary growth. Cell phone, tablets, or other mobile devices can also be joined with It graphic maps, organizers, and or virtual manipulatives. Interactive tools assist with organizing, planning, summarizing, and organizing information (Sierens & Avermaet, 2017).

Professional Development Training

For teachers to be able to assist in improving reading performance, they will need to be trained in how to implement effective reading approaches (Jayatilleke & Mackie, 2015). This training is usually received in professional development settings. Quality education is contingent on quality teachers, and teachers preserve and advance their quality through regular professional development training.

Professional development is a procedure of enhancing staff competence in content knowledge and pedagogical skills (Darvin & Norton, 2014). Adults participating in professional development training develop teaching approaches, ideas, and new knowledge in the educational arena, which have positive impacts on students (Doi et al., 2016). Jasis and Marriott, (2010) found that professional development facilitates development in foundational understanding and instructional abilities. Teachers who participate in professional development training understand and meet their students' needs through differentiated instruction and instructional adaptations (Keengwe & Onchwari, 2014).

With appropriate professional development training in reading, teachers can increase students' ability in reading and decrease the number of students at risk for

academic failure (Faas et al., 2015). Teacher training that is focused on refining student results can enable an atmosphere that highlights positive changes in reading accomplishment. When teachers include interventions and instructional prospects for students that are struggling that they learned in professional development training sessions, they usually see developments in their students' reading abilities (Ramirez, 2015). Professional development training in reading comprehension often have positive implications for teacher efficiency and student accomplishment, allowing teachers to develop their reading instruction, offer higher-quality interventions, and increase the reading levels of their students (Due & Riggs, 2014).

One reason professional development is effective is that professional development facilitators offer an opportunity through which teachers can problem solve and work together regarding the implementation of instructional strategies that meet the needs of migrant students (Wilson, 2015). The success of professional development requires teacher acknowledgement of the content and preparedness to alter strategies and instruction in their classrooms (Kennedy, 2015). Professional development can aid teachers in making changes in their instructional reading strategies by permitting them to investigate their educational beliefs (Hunzicker, 2014).

Drey, Gould, and Allan, (2015) explained that change should be teacher-driven instead of led by school administration. Nevertheless, administrative support looked for professional development to be positive; administrators must be ready to buy materials and maybe introduce a reward system for teachers who employ what they learn in professional development meetings (Ross, et al., 2013). Changes in teaching approaches

can take place through professional development meetings that provide positive and significant content and experiences (Karimi, 2015).

Professional development should not be insignificant, and instructors do not need to dialogue in generalities regarding education. Instead, content should be knowledgeably challenging and readily applied in the classroom (Evans, 2014). He also noted that some professional development sessions consist of reading comprehension strategies and reviewing professional literature. Also, training should provide sessions that include numerous encounters with the content and as well as practice activities. Change can take place through well-designed professional development training.

Several models are available for professional development training, including direct or online approaches. Face-to-face professional development is needed now as society is more and more technical and remote (Fisher, 2016). The face-to-face model develops trust and strong relational interactions among training contributors (Butler & Schnellert, 2014) and promotes collaborative learning that is operative in developing new strategies and techniques of teaching (DuFour, 2016). Face-to-face professional development enables exchanges among professionals that encourage collaborative criticism and meaningful interchange (Grace, 2015). Therefore, to most effectively enhance teacher instruction and promote higher student accomplishment, training should be delivered face-to-face (DuFour, 2016).

Teachers and students profit from professional development training that trains teachers in effective reading comprehension instruction practices. Shabani, Khatib, and Ebadi (2010) led professional development training that integrated information on

reading ability with instructional strategies, such as co-coaching and co-teaching. He discovered that the teachers who partook in training improved lessons for their migrant students. In using that material, the participants were able to upgrade their skill and to offer effective reading instruction for their migrant students. Sailors and Price (2010) suggested that professional development trainings be founded on content objectives, individual school and student needs, and teachers' previous acquaintance with literacy strategies. They determined that such professional development trainings were productive in expanding teachers' knowledge of how best to offer reading instruction for their students. They made the point that when current research is integrated into professional development trainings, teachers change their teaching exercises, and improve the reading proficiency of their students.

To develop teacher expertise, professional development should have a long-term effect on teachers' instructional preparation. For any professional development training to be workable, teachers must take a lively part in endorsing and executing a curriculum, approach, or program over a period of time (Klein & Riordan, 2013). Furthermore, Lamminakanen and Kivinen (2015) indicated that when teachers engage in effective professional development, they are more likely to further study the strategy by themselves. Educators who participate in professional development training can inspire students to interrelate with the text, and therefore, foster much-improved reading skills (Wang, Cheng, & Smyth, 2018). Shaw and Green (2015) discovered that teachers who contributed in professional development trainings, formed appealing classroom environments, and inspired students to interrelate with the text observed increased student

collaboration with materials for reading, and improved reading skills for comprehension Torre (2012).

In a study that examined the impact of professional development trainings on elementary special education teachers, Hirsh (2015) found that teachers who participated in the trainings increased content knowledge and changed their instructional practices to serve as more effective educators. Furthermore, after participating in the professional development sessions, the teachers were inspired to improve or change the curriculum that they were applying in their special education or ELL classrooms, and provided better support to their students. The author noted that professional development for special education teachers can enable teachers to make changes to their curriculum to make their instruction more responsive to student needs and bring about positive changes in the students.

The role of a teacher is that of change agent. Teachers facilitate the development of skills in students to become successful adults who contribute to society (Drey et al., 2015). Zwart, Korthagen, & Attema-Noordewier (2015) demonstrated that educators have a significant impact on students' learning and acquisition of academic skills, including reading fluency. Professional development opportunities for teachers in reading build on teachers' proficiencies and increase their knowledge. Professional development is a tool that builds quality teachers and leaders, and competent students (Guskey, 2013).

Professional Development Rationale

Several different kinds of professional development are available to teachers seeking to implement computer labs on Saturdays: seminars /courses,

sessions/conferences, qualification programs, observations/visitations to other institutes/schoolrooms, methods of individual or collaborative research, and peer or mentoring coaching (Evans, Cashman, Page, & Garr, 2015). Courses and workshops frequently center on approaches or themes while sessions or meetings normally offer information through a researcher's findings and discussion of educational problems. Teachers who take part in qualification programs usually receive a degree or diploma for their participation in the curriculum. Professional development can entail visits to observe other educators' schoolrooms to learn other effective teaching methods. Exploring a topic of professional interest by means of individual or collaborative research could offer knowledge of strategies that are effective for teaching. Lastly, peer mentoring is a strategy that enables teachers to share their teaching methods and experiences with each other (Guskey, 2013).

Other systems of professional development are not as organized and are job-entrenched (Erickson, G., Noonan, A., Brussow, J., & Supon Carter, K., 2017). Examples of professional training that is incorporated into a teacher's work day include reading professional works such as peer-reviewed articles, journals, and thesis papers. Participation in informational dialogues with peers can be another form of embedded professional development and can deal with challenges that ascend throughout the school day (Erickson, G., Noonan, A., Brussow, J., & Supon Carter, K., 2017).

This project merged together two kinds of professional development: conferences/seminars and the workshops/courses model. I selected the workshops/courses model for my professional development training since this model

included information for teachers about implementing Saturday lab, an educational approach that can promote teacher efficiency (Drey, Gould, & Allan, 2015). This professional development approach also took the form of conferences/seminars because it included discussion of my study's findings along with information regarding the problem of helping migrant students develop reading skills.

According to Timperley (2016), those that are in education are not receiving adequate training in teaching migrant students. Darling-Hammond et al. (2017) created the point that, "over two-thirds of teachers all over the nation had not had even one day of exercise in reinforcing the learning of migrant students" throughout the three years previous to their study (p. 6). Scholars have discovered a high need for teacher training in educating migrant students. Among the most-requested of all professional development topics among teachers from all over the country migrant student support (Sierens & Avermaet, 2017). Joining the two types of professional development, conferences/seminars and workshops/courses was suitable because both by presenting information on a reading comprehension strategy, and through discussions, methods to improve teacher efficiency in reading could be best imparted.

Educators participating in professional development may learn new instructional strategies through interesting, hands-on activities. DuFour (2016) found that teachers enjoy professional development activities that include in hands-on learning, which could guide real teaching in the classroom. Uniting the two kinds of professional development permitted me to share the research that supports the use of Saturday reading lab as well as the discoveries I made during my own project, to demonstrate the strategy and how it

contributes to improved reading comprehension in migrant students. Professional development that joins these two models can be extremely effective and can instruct and support teachers in changing their own teaching exercises (Jasis & Marriott, 2010).

Theoretical Framework

The theoretical framework for this professional development project is guided by Gough's (1972) bottom-up model for reading and by Malcolm Knowles' (1980) model of adult learning, or andragogy. Instead of regarding a good reader as an "intellectual guesser," Gough described the good reader as a submissive decoder who makes little use of the text's setting. Research shows that following Gough's model, a reader would center on observing. Chunking the words into sections, and "tread[ing] through the sentence, letter by letter, word by word" (Gough, 1972, p.360). From Gough's standpoint, learning to read is learning to decipher, specifically by translating graphic characters into phonemes. Gough's bottom-up model fosters professional development that is supportive and engaging to students. Gough's model (1979) posited that students learn through several stages when processing writing: 1) eye fixation, 2) identification of letter, 3) phonological depiction, 4) reading words successively from left to right, and 5) assimilation of visual stimulus. Gough's model recognizes that students understand differently when it comes to reading comprehension, especially when they are placed in a climate that is favorable to learning (Hoover & Gough, 2013).

According to Gough's model, students learn to read better once they understand the words better. Gough (1979) noted that readers use their background knowledge to make sense of what they reading. Knowles' theory of andragogy promotes professional

development that is helpful and appealing to adult learners. Some teachers see Knowles' theory as a method, set of rules, or philosophies to follow for best educational training, and believe it has contributed significantly to educating adults (Hoover & Gough, 2013).

Knowles (1980) postulated that adults learn differently from children, and in most instances should be educated inversely, whereas instructional methods should be applied in a more investigational way with children. Adults absorb learning from their own involvements while children learn by inspecting, exploring, and examining a subject with the aid of guidance and direction (Rachal, 2014).

Knowles' adult learning philosophy posits that adults learn best when they are in a climate that is favorable to education (Knowles, 1980). According to Knowles' model, adults learn in a setting in which they feel appreciated, respected, and supported and are not threatened (Wilson, 2015). Knowles (1980) stated that for adults to learn most efficiently, they must be aggressively involved, and learn through their own experiences as well as those of their associates.

Project Description

The project was a three-day professional development training on implementing Saturday lab. The training was available to all elementary learning center educators in the region. The professional development covered research findings, information, and a plan to increase the reading comprehension of migrant students. I learned that teachers used computer labs on the weekends to build reading comprehension in migrant students by: (a) offering reading chances that raised the students' inclination to read and (b) rotating readers through different software programs to offer literacy predictions and advance

recognition of text features. The professional training was designed with the goal of educating teachers about Saturday lab in the learning center classroom, and how to implement it.

Target Audience

The target audience for this professional development training was elementary learning teachers in the district where my study was directed. There are 24 elementary teachers within the district.

Purpose

This project included materials, training, collaborative learning in small groups, and hands-on activities. The objectives of the project included teacher education in: (a) ways to increase reading comprehension using Saturday lab, (b) how to implement Saturday lab in the learning center classroom, (c) resources that support the use of Saturday lab in the classroom, and (d) how to create Saturday lab lessons. Learning center teachers who attended the training were instructed in the purpose and benefits of using Saturday lab in their classrooms. Participants also learned about resources that support the use of Saturday lab, as well as the steps to carry out the approach in their classrooms.

The Professional Development Project

The objective of the project was to use Saturday lab to address the problem of migrant students' difficulties in reading comprehension. On Day 1 of the instruction, I reviewed the results of my study pertaining to participants' insights in relation to the implementation of Saturday lab. On Days 2 and 3, I shared the study's findings linking

Saturday lab to improved student comprehension through using Computer Assisted Instruction (CAI). This project was designed to reinforce teacher success in their instruction and, eventually, to raise fluency in migrant students. The purpose of professional development in schools is to reinforce educators' effectiveness during their careers by concentrating on helping them meet the needs of their students (Mizell, 2010). Districts need to train teachers to incorporate strategies that might improve teacher instruction and raise student reading comprehension. The objectives of this study's professional development training were for educators to (a) learn and list methods to increase reading comprehension using Saturday lab, (b) learn and list ways to instrument Saturday lab in their learning center classrooms, (c) learn about the resources available for the use of Saturday lab in their classrooms, and (d) learn and use the stages of the strategy to create Saturday lab lessons.

Training Schedule

Day 1 of the training focused on the definition and rationale of Saturday lab. The participants will discuss the need to use strategies early and dependably. The benefits of using Saturday lab in the classroom are examined with the teachers also. Participants discover the present and past literature findings supporting the use of Saturday lab for increasing comprehension and building readers that are confident. Founded on the current literature, additional benefits that promote elements of reading and written language using Saturday lab are conversed.

On Day 2 of the professional development training, I explained how and where to find free Saturday lab reading software. The group finished a vocabulary activity about

Saturday lab, and participants learned the steps for implementing Saturday lab. The group learned how to assign responsibilities in the Saturday lab and how to operate certain reading comprehension software. The participants studied how to offer guidance for their students in reading methods such as using prior knowledge, previewing and predicting, identifying the main idea, and summarizing. A designated reporter for each group recapitulated the application steps and presented the group's summary to the whole group session.

Day 3 continued the focus on the implementation of Saturday lab. Participants reviewed the steps in implementing Saturday lab. They organized reading groups and allocated roles founded on reader traits and characteristics though a step-by-step procedure. The teachers acted as students to complete this activity. Using the Saturday lab implementation steps with teachers as students, small groups talked about the purpose of the Saturday lab, and developed and practiced skills that they would present in their reading class. Two groups presented their objectives in front of the greater audience. The participants created a Saturday lab lesson plan and completed evaluations to enable me to determine whether the professional development goals were met.

Preparation

Professional development training must have the support of the school's administrator of education. Communication between teachers and administrators is very important for the success of the sessions. Established methods for the training include day-to-day training programs, teacher and student worksheets, and a PowerPoint demonstration for each day of the exercise (Appendix A). Training sessions require

scripts, worksheets, agendas, PowerPoints, and a projector. The elementary learning center teachers in the district will be invited to participate in the Saturday lab professional development session.

All elementary learning center teachers are invited at a chosen time to be present for professional growth on occasions throughout the school year on student-free school days. Teachers are normally pre-scheduled to attend trainings two days before the start of the school year and again in November to attend trainings. This present provision helps to deliver the time desired for the training session (Mizell, 2010).

One possible barrier to achieving the goals of the training may be unwillingness among learning center teachers is to engage in the cooperative learning exercises. Some teachers might not want to participate in the group and hands-on learning. Teachers may shy away from presenting for a large audience or role-playing audibly.

Activities. To overcome any barriers, the training needs to be non-threatening and straightforward. It is often helpful for the instructor to ask contributors to volunteer for group leadership parts. Agendas need to be supplied to professional development participants, so they know what is anticipated throughout the exercise. Knowles (1980) suggested that adults learn in a setting in which they feel supported rather than vulnerable, and if they are active members in their own education (Knowles, 1980). Dynamic participation in professional development training is fostered through engaging activities and expert facilitation.

Timeline. The district ELL education director has the authority to set training dates at the onset of the school year. Three full days are needed for the training I

conducted for this study. Ideally the professional training should be conducted in September to allow time for the teachers to implement Saturday lab and measure growth in reading comprehension. Elementary teachers who choose to implement Saturday lab in their classrooms can use the Leveled Literacy Intervention (LLI) benchmark assessment to measure development in comprehension. This benchmark valuation is presently being used in schools throughout the district.

During the training, I presented PowerPoints reviewing the research as well as step-by-step guidance concerning the implementation of Saturday lab. Each day's agenda described the training activities and topics arranged by the hour. Participants were offered hard copies of each PowerPoint used in the training. Teacher and student worksheets were provided to help teachers implement Saturday lab activities (see Appendix A).

Responsibilities and Roles of Participants and Facilitator

The facilitator directs the events to meet the purposes set for the project. the objective of the project is to teach participants to: (a) learn and list methods to increase reading comprehension using Saturday lab, (b) learn and list ways to implement Saturday lab in the classroom, (c) learn about the resources available for using Saturday lab in the classroom, and (d) learn and use the steps of the strategy to help develop reading comprehension skills. The facilitator oversaw the implementation design, working through the steps over the course of the three days. Once the training was scheduled, teachers confirmed attendance via email.

For the three-day professional development training, the facilitator and assistants created daily training agendas, teacher and student worksheets, and three PowerPoint

presentations describing the research, purpose, and advantages of Saturday lab as well as steps for applying the strategy in the classroom. Testimonials and videos of educators who have had experience with CAI allowed participants to experience Saturday lab first-hand, assist in the hands-on role plays, and learn in an engaging and practical manner how to implement Saturday lab.

The final part of the training involved of an evaluation section. The training was evaluated through two assessments: a questionnaire completed by participants and an assessment of the lesson plans designed by participants during the training. The facilitator directed both evaluations.

A goal-based evaluation method was suitable for this project. My objective for the training was detailed and time-based, as suggested by Wade (2010). The evaluation assessed the objectives to reveal whether the overall training goal was gathered. The Professional Growth Training Evaluation Form (Appendix A) asked for detailed and measurable information from the contributors. The responses of the participants on the form, their ability to demonstrate the steps involved in applying Saturday lab, and the lesson plans created by participants, determined whether the training met its objectives.

Project Evaluation Plan

The Professional Development Training Evaluation Form (Appendix A) was used to gather data to determine the success of the professional development training. The lesson plans developed by the participants were also evaluated to establish whether the participants learned the steps in the implementation of Saturday lab. Lesson plans were

assessed by comparing the execution steps shown in the training with those in the lesson plans.

A goal-based evaluation technique was appropriate for the design of this project. My goal for the training was specific, measurable, achievable, results-focused, and time-based, as recommended by Hirsh (2015). The evaluation process assessed whether the training objective was accomplished. The Professional Growth Training Evaluation Form requested detailed and measurable data from those who participated in the study. The success of the training was determined by participants' replies on the form, and their capability to apply the steps involved in utilizing Saturday lab, and the quality of the lesson plans they constructed in the training.

Project Implications

The outcomes of this study have implications for positive social change both in the local community and beyond. The goal of participation in the professional development training was constructive development of teacher effectiveness, with the result of increased reading comprehension through Saturday lab. Improved reading comprehension, in turn, may in the end affect migrant children's quality of life.

Implications for the Local Community

My study found that using reading comprehension software in Saturday lab on a consistent basis enhances reading comprehension in children of migrant workers. The study's participants specified that their students who used reading software and followed along in the activities increased their disposition to read. The participants likewise mentioned that the improvement in their students' reading comprehension in class was

transferrable to other texts in other disciplines. Furthermore, the study participants specified that Saturday lab was an appealing strategy that should be implemented every weekend to provide extra reading opportunities.

Education administrators have a duty to offer their teachers training in effective instructional approaches that improve results for students. Implementing Saturday lab may offer students with an opportunity by which to become capable readers. Improved reading comprehension encourages academic success in elementary-level students (Drey, Gould, & Allan, 2015). Drey, Gould, Allen also stated that effective reading comprehension instructional methods, such as Saturday lab, promote students' willingness to read a variety of informational and fictional texts.

This project was intended to profit all shareholders, including educators, families, administrators, and the community. Educators benefited from the professional development training by learning how to implement Saturday lab to raise students' reading comprehension. Engaged students normally demonstrate fewer negative behaviors that detract from their education and the education of the other students in the classroom. Families benefit from Saturday lab because it helps their children become successful learners through improved reading comprehension. Researchers have founded that students engaging in Saturday lab activities improved their reading comprehension and reinforced skills necessary to become fluent readers (DuFour, 2016; Hoover & Gough, 2013). Readers that are proficient tend to excel in school (Fisher, 2016). Administrators can profit from the project from improved student reading scores on standardized reading assessments.

Far-Reaching Implications

The professional development training was intended to reinforce teacher instructional competence in order to raise student achievement in reading. The importance of the project lies in the improvement of teacher effectiveness and thus improved student reading skills. Students who read confidently have improved comprehension skills and thus, quality of life (Hirsh, 2015; Evans, 2014). Teacher participation in professional trainings leads to better teacher effectiveness and positive results for students in reading comprehension. Good reading skills give students the tools not only to succeed throughout their educational careers, but ultimately to give back to the community (Mizell, 2010).

Section 4: Reflections and Conclusions

Project Strengths and Limitations

In Section 4 of this paper, I discuss the limitations and strengths of the project and propose different ways to address the problem under study. Section 4 also includes my thoughts on the significance of this study and suggestions for guidelines for future research.

Project Strengths

The collaborative and hands-on learning involved in the professional development activities were strengths of this professional development project. As stated by Knowles (1979), adults prosper in an environment that is supportive, and they learn most efficiently when they are surrounded by colleagues who can share their knowledge and skills with the group. Collaborative professional development provides opportunities for participants to learn from the abilities of others in their area (Stoner, Parette, Watts, Wojcik, & Fogal, 2015). Participants' active involvement in professional development training has been shown to be effective. Polirstok and Gottlieb (2014) stated, "Learner-centered involvements allow adults to utilize what they have learned" (p. 123). The professional development project used exceptional activities intended to encourage collaborative learning. The hands-on lessons were designed to provide participants with materials to develop their own Saturday lab activities in their classrooms. This professional development used computer software activities to improve educators' skills in teaching reading, as well as the reading proficiency of migrant students. Through facilitated collaboration and applied activities in professional development, teachers

learned the skills, methods, and information needed to implement a Saturday lab in their classrooms to boost reading comprehension among migrant students.

Project Limitations

Although a Saturday lab has been shown to be a constructive, effective instrument for enhancing reading comprehension for migrant students, some teachers do not implement a Saturday lab because they might not have available weekend learning facilities for students who are behind in reading and need assistance; such educators and their students may therefore be deprived of an engaging instructional strategy that increases reading comprehension. All students, including migrants, are more likely to participate in reading activities that are engaging. Engaging activities such as Saturday lab can improve the reading skills of migrant students who otherwise have been unenthusiastic and uninterested readers (Evans, Cashman, Page, & Garr, 2015).

The effectiveness of this project may be limited by the amount of time required to execute Saturday lab in the classrooms. The results of the study established that Saturday lab should be implemented every weekend. Some educators may have difficulties implementing the strategy every weekend because students may not be able to come to school on weekends, particularly if there is no bus service. Additionally, some teachers might not have adequate planning time to produce Saturday lab lessons every weekend.

Another limitation is the lack of formal follow-up to determine if student reading scores have improved as a result of the project. Learning center teachers may perceive themselves as more effective educators after implementing Saturday lab, and further testing may need to be implemented to determine if their higher effectiveness is

associated with increased reading fluency in their students. It is important to create structured, sustained professional development activities that train teachers to be effective and ultimately improve student learning (Lammintakanen & Kivinen, 2015).

Recommendations for Alternative Approaches

To mitigate the limitations of inconsistent Saturday lab implementation and follow-up, I recommend that follow-up conferences be conducted with teachers to facilitate their effective use of Saturday lab. The teachers of migrant students have one 3-hour meeting every month at the district office. In these district conferences, elementary teachers talk about strategies, programs, and curricula that have been effective in supporting migrant students. Teachers can support one another in their implementation of Saturday lab by discussing the method at these meetings. Peer learning is a respected method to educate adults. As Free and Križ (2016) stated, "Students learn a great deal by clarifying their ideas to others and by participating in activities in which they can learn from their colleagues" (p. 45). Changing teacher exercises in the classroom is at the heart of professional development in education (Shaw & Green, 2015). Follow-up after professional development training can help educators put what they have learned from professional development into practice. Doi et al. (2016) stated that supportive follow-up reinforces teachers' learning, and teachers' learning in the end benefits students. Reassuring follow-up for teachers improves student learning through better classroom management, better lesson planning, and better reflective practices.

The results of the case study showed that professional development training educating teachers in implementing Saturday lab and effective strategies was likely to

improve students' reading comprehension. Guskey (2013) offered an additional training option. Paraprofessional educators working in the district's reading labs who provide regular instructional support for students who speak English as a second language or are children of migrant workers can be trained to implement Saturday lab with migrant students. In the primary grades, the role of paraprofessional educators is important; they deliver learning activities and are viable resources providing support for teachers as well as services for students. The paraprofessional educator may be trained to use Saturday lab with students who are struggling readers.

Scholarship, Project Development and Evaluation, and Leadership and Change

After looking over the data concerning the local problem, I developed a professional training plan for elementary teachers that may increase reading comprehension for migrant students. I executed a project that presented research and results to support the use of Saturday lab with migrant students. I developed the project based on my experiences working with elementary teachers. I discovered that elementary teachers are open to learning about new approaches and practices and are eager to implement promising strategies to enhance students' reading comprehension. Based on the outcomes of my study, I designed a project that focused on Saturday lab because the strategy has been shown to improve reading comprehension in migrant students.

To develop my project, I made thorough notes of the research and developed strategies for organizing and analyzing the materials. I read numerous academic articles and consulted websites and YouTube documentaries to get insight into how to implement Saturday lab in the classroom. In researching the literature on professional development, I

identified practices essential to effective training. Moreover, I learned that adults learn best in an environment that is supportive and safe. I depended on these data to design my professional development training.

In reviewing the literature for my project, I learned that professional development training should be done over a substantial amount of time and in a way that ensures that those participating in the study understand the material. Training that is thought provoking and interesting helps teachers take in information at a deeper level. Professional development must meet the needs of participants. The results of my study identified the need for training concentrated on strategies to improve reading comprehension. I used data along with research to design my project.

I also discovered that it is important to plan and develop training based on clearly stated objectives and teachers' training interests. The evaluation will gauge not just effectiveness, but how well the teachers have expectations of what they will learn. Vital to an effective professional development training is an annotated plan of action that includes goals, responsibilities of individuals, timelines, and an evaluation tool to determine effectiveness. The goals must be measurable, and the evaluation tool must be aligned with the goals of the case study. I developed an evaluation form that would accurately measure training objective results from those who participated in the study, including an evaluation of lesson plans developed by participants during the training.

I learned that change occurs gradually and needs support from stakeholders, including teachers and administrators, to be successful. In education, change must take place at all levels for transformation to occur, encompassing administrators, teachers, and

students. Successful leaders ask for feedback from participants and stakeholders to strengthen a project. Additionally, I learned how to be a leader through this doctoral process. I learned that leaders may need to request support from others in the educational community to be successful.

As a leader, I discovered that I could conduct professional development training that can assist teachers in being agents of change, raising their effectiveness, improving student reading comprehension, and developing reading strategies in learning-centered classrooms that generate engaging reading opportunities for students. Educators who participated in the professional development training learned the benefits, purpose, research, and implementation steps of Saturday lab. They participated in hands-on activities and collaborative learning. I realized that it was my duty as a leader to offer data in a way that was helpful to the participants. The data delivered in a safe and trusting setting to maximize teachers' learning and enhance the effectiveness of their teaching.

Reflection on Importance of the Work

The objective of this project was to offer teachers reading strategies to improve instruction and raise reading comprehension skills in migrant students. Through this project, I determined that teacher training in engaging methods to teach reading comprehension is vital. The purpose of the professional development training was to boost the effectiveness of teachers' reading comprehension instruction. Stronger reading skills improve ELL students' opportunities for postsecondary learning as well as employment (Rachal, 2014). Reading achievement begins with early and coherent instruction. Evans (2014) established that 87% of students who do not get a diploma have

a hard time with reading during their educational careers. It is vital that educators offer rigorous reading instruction early in the educational careers of students and offer it in an effective and engaging manner. Wilson (2015) showed that when Saturday lab is incorporated into the classroom, it offers an engaging and motivating environment that reinforces reading skills.

Teachers need tools to apply effective evidence-based approaches in their classrooms to continue to foster progress in student reading. Evidence-based instruction consists of programs or practices that have a documented track record of success (Darvin & Norton, 2014). For educators to include evidence-based instruction in their schoolrooms, they must continually improve their knowledge of new methods and apply them effectively. Educators participating in professional development grow their knowledge of effective approaches and can implement activities that add value to teachers as creative educators (Cooper & Johnson, 2015). He also stated that professional development opportunities should be mandatory for teachers.

The project's significance lies in its contribution to teachers' repertoire of effective reading comprehension strategies that improve migrant students' reading comprehension. Saturday lab, if implemented across the school district, can improve reading scores not only for migrant students, but also for all district students. Offering professional development training in Saturday lab may provide elementary teachers with an innovative and effective instructional strategy.

Implications, Applications, and Directions for Future Research

This project has implications for district shareholders, including students, parents, administrators, and teachers. The project was developed to improve migrant students' reading comprehension and standardized test scores. Shareholders at the district level may see development in Academic Performance Index scores in reading. The project has benefits for parents too. In my experience, most parents recognize the significance of proficient reading and its effect on their children's achievement in their educational careers. Saturday lab activities in learning center classrooms provide children with an additional pathway to reading fluency.

Students usually prefer reading text that is exciting and engaging (Mascott, 2017; Wilson, 2015). Future researchers may study students' preferences in reading computer software activities, and the benefit of linking activities to students' personal interests. Such research could identify further strategies to enhance students' enthusiasm for reading. Future research could also study the effectiveness of Saturday reading lab in middle and high schools. If the results from studies of Saturday lab implementation in middle and high school are as positive, as the findings from the elementary teachers in this case study were, this information would further support the use of the strategy as an engaging tool to raise reading comprehension in migrant students throughout grade levels.

The research that I conducted suggested that, if the challenge of educating migrant students is not met, these students will have far fewer opportunities for achievement in today's literate world. Teachers need to continually learn new and

developing strategies for teaching reading, and to endorse early literacy development in all children, particularly migrant students. This project demonstrated that professional development training in reading comprehension has positive implications for teacher effectiveness, for higher quality interventions, and for improved migrant student reading scores.

Conclusion

Teachers experienced Saturday lab as a motivational instrument that increased their students' willingness to read, and an engaging way to incorporate repeated reading opportunities to practice and promote comprehension. As a project creator, I recognized that teachers who successfully participate in professional development can increase their own effectiveness in reading instruction and improve student achievement. This study convinced me that, by incorporating Saturday lab as a reading strategy to support migrant students in an engaging way and raise their reading comprehension, broader social change for migrants can be effected through improved scholastic achievement, and therefore employment and opportunities to contribute to the community.

One strength of the professional development project is its use of collaborative, nonthreatening adult learning methods. Professional development facilitators who endorse a cooperative learning environment offer a climate where adults may learn more proficiently. This doctoral journey has changed the way in which I look at adult learning, effective teaching, and professional development design.

This knowledge will direct me as I continue as a leader in the field of education and effect change in the way that educators interact with students. Far too many migrant

students are not becoming competent readers and do not have the academic ability to graduate from high school. It is critical that these students are offered the opportunity to earn a diploma and become participating members of society. I recommend implementing Saturday lab as a means of increasing reading comprehension and fostering improved student outcomes for migrant students.

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Appendix A: The Project

Professional Development Training Targets

Objective:

The purpose of the professional develop training was to introduce Saturday lab to elementary teachers. Teachers were provided research data supporting the effectiveness and benefits of Saturday lab for migrant students. Additionally, learning center teachers were guided through the implementation process, role assignment, and story and student rotation for Saturday lab.

Professional Development Training Goals:

1. Learn and list methods to increase reading comprehension using Saturday lab.
2. Learn and list methods to implement Saturday lab in the classroom.
3. Learn about the available resources for Saturday lab in the classroom.
4. Learn and use the steps of the strategy to create Saturday lab lessons.

Target Audience:

The target audience for the professional development training was elementary teachers in the school district where my study was directed. There are 20 elementary schools within the district.

Professional Development Training Purpose:

Day 1

The purposes for this day's professional development training were to:

- Evaluate training session objective and how to accomplish the goals.
- Review a study-based definition of and purpose for Saturday lab.

- Deliberate the urgency to implement reading support early and on a consistent basis.
- Review the benefits of using Saturday lab in the classroom.
- Investigate the research supporting the use of CAI to increase comprehension and overall reading, and offer an appealing strategy to motivate students to raise their skills in reading.
- Deliberate additional benefits of Saturday lab to improve comprehension and build struggling readers' confidence.
- Discuss the findings of my study concerning the teachers' experiences and perceptions regarding Saturday lab.
- Participate in the computer software assignments to become familiar with the activities the teachers' migrant students will be using.

Day 2

The purposes for this day's professional development training were to:

- Discuss strategies for implementing Saturday lab.
- Explain where and how to discover free Saturday lab software.
- Discuss Saturday lab vocabulary activities regarding Saturday lab and how they can enhance reading comprehension in students.
- Learn how to appoint roles and how to rotate students through stories and reading comprehension software in Saturday lab.
- Review how to offer direction on reading strategies.

Day 3

The purposes for this day's professional development training were to:

- Collaborate in small groups to learn to use free Saturday lab software
- Learn the steps to implement Saturday lab.
- With teachers as students, discuss how to assemble reading groups and assign roles founded on reader traits and characteristics though a step-by-step process.
- Report small groups findings to the greater audience.
- In small groups, discuss Saturday lab objectives, goals, benefits, and application strategies.
- In small groups, review the steps to implement Saturday lab.
- Generate a sample Saturday lab lesson plan.
- Complete assessments to determine whether the objectives of the training were met.
- Professional Development Training Schedule Day 1

Day 1 Purpose:

The purposes for this day's professional development training were to:

To look over the training session goal and how we will achieve training objectives.

Review the definition and purpose of Saturday lab to participants

Discuss the urgency to implement reading support early and on a consistent basis.

Review the benefits of using performing arts and Saturday lab in the classroom.

Explore the research supporting the use of Saturday lab to increase reading comprehension, overall reading, and offer an appealing strategy to support motivation for students to raise skills in reading.

Deliberate extra benefits regarding Saturday lab to promote, comprehension, and build confident readers.

Day 1 Results:

- Educators provided a description of Saturday lab.
- Educators demonstrated learning about the Saturday lab research, purpose, benefits and findings.

Hourly Agenda First Day:

7:00-7:30:

Introductions, review of the definition of Saturday lab, review of training objectives and goals, deliberation about how to meet those objectives and goal,

- Training participants learned that Saturday lab is a lab where computer-based reading comprehension activities are used to encourage overall reading skills and create an environment that is favorable to learning.
- Participants discussed the training goals: (a) list three ways to raise reading comprehension using Saturday lab, (b) list three methods to implement Saturday lab in the classroom, (c) list three resources to support the use of Saturday lab in the classroom, and (d) employ the steps of the strategy to develop Saturday lab lessons.
- By reviewing the professional literature and the results of my research, training participants learned how to reach those goals.

7:30-9:00:

Discussion about the importance of improving migrant student reading comprehension, and review of the advantages and research behind Saturday labs in the classroom.

- Participants learned the importance of improving migrant students' reading comprehension.
- Training participants learned that students who engaged in computer lab instruction integrating recurrent reading activities raised their reading comprehension.
- Participants learned that computer-based reading activities improve reading comprehension.

9:15-9:25:

Break

9:25-9:45:

Discussion of the professional literature about the benefits of Saturday lab

- Participants learned that incorporating Saturday lab into the classroom can provide a motivating and engaging environment that promotes reading skills.
- Participants learned that Saturday lab has also been effective in increasing reading comprehension skills.

10:00-10:15:

Review the advantages of Saturday lab for teaching reading comprehension.

- Training participants learned that Saturday lab provides reading software activities that help teach students to read and reread dissimilar texts

- Participants learned that students who participate in Saturday lab activities can raise their overall reading development.

10:15-11:00:

Review the professional literature to compare and discuss the benefits of Saturday lab in comparison to other methods of teaching reading comprehension.

- Participants learned that Saturday lab activities offer an environment that raises collaboration and endorses a communal atmosphere among students participating in the lab.

11:00-12:00:

Lunch

12:00-3:00:

Review my study's findings about the research-based benefits of Saturday lab through a Group Pictionary Activity.

- Group Pictionary Activity: Training participants were put into small groups of four to seven participants. Each group was presented the results of my study. One teacher from each group went to the front of the room draw a word or concept from my study and the other participants guessed the word or concept. Groups discussed and illustrated the study's results.
- Participants learned that themes identified through analysis of the study data support the use of Saturday lab as a strategy to increase reading comprehension for migrant students.
- Participants learned that teachers use Saturday lab as a motivational instrument to

build reading comprehension through weekend reading, and how it improves reading comprehension.

- Participants learned that the teachers use Saturday lab to raise their students' readiness to read through repetitive reading.
- Participants learned that teachers who rotated readers through a variety of reading software activities in Saturday lab fostered knowledge of text features in their students, thus improving comprehension reading.
- Participants learned that Saturday lab promoted student engagement.
- Participants learned that teachers perceived that Saturday lab helps students raise their reading test scores.
- Participants learned that teachers implemented Saturday lab as a strategy to improve reading strategies.
- Participants learned that teachers used Saturday lab to reinforce repeated reading in reading groups to provide practice and promote comprehension.
- Closure Activity- Each of the groups participated in demonstrations for the larger group.

Teacher Lesson Plan

Saturday Lab

Idea to teach:

_____

_____

Goals:

_____

_____

Materials:

_____

_____

Method:

_____

_____

_____

_____

_____

_____

Assessment:

_____

_____

Extensive Learning Activities:

_____

_____

Implementation Plan

Introduction:

The professional development training is focused on Saturday lab and its research, benefits and motivational occasions in which the strategy can reach and be beneficial for Saturday lab. The training is made available for all district elementary teachers. The professional development training is three full days and involves information being presented through day-to-day training agendas, student and teacher worksheets. There will also be PowerPoint presentations by myself and collaborative learning and presentations using additional materials, which include Saturday lab software reading examples for participants' use.

Purpose:

The purpose of the professional develop training is to deliver information regarding the description of Saturday lab to elementary teachers. In addition, teachers will be provided information regarding the benefits and positive findings of Saturday lab. Moreover, elementary teachers will be guided through the implementation procedure regarding assessment, role assignment, and student rotation and behavioral observations regarding Saturday lab.

- **System Overview:**

The system to be executed is through presentations that are oral, presentations that are computerized by using PowerPoint, teamwork and group presentations by participant. The systems are envisioned to support the teacher presenter and participants.

- **System Account:**

The system of a computer is required to support the PowerPoint demonstrations. A projector and screen are also obligatory for the demonstration to be affective and clear. A training room is essential which can house about 20 individuals. A room can be retrieved by means of the district office, along with tables and chairs. I can make available the projector and computer for the presentation.

Training room, projector screen, tables and chairs will be provided by the district.

- **System Organization:**

Day-to-day training agendas will be offered for organization and offer summarized information from the presentations using PowerPoint. Information will likewise be offered through teacher and student worksheets. Information will be accessible through three PowerPoint demonstrations which are administered on Microsoft PowerPoint Noncommercial Operation. The presentations for PowerPoint will emphasis on information being obtainable in a narrative format stressing the benefits, research and utilization of Saturday lab. The computer and projector run through an iMac computer software system.

Implementation Timetable	
Gain consent from the superintendent to do the 3-day training.	October 2018
Plan training dates with administration.	October 2018
Book training room.	October 2018 and November 2018
Invite elementary teachers through email to attend the Professional Development training.	October 2018
Perform the 3-day professional training.	September 2018 and October 2018

Student Questionnaire

Saturday lab

Name: _____

Directions: Read the questions below and circle “yes,” “sometimes” or “no” to answer the questions.

1. Do you like to read out loud?	Yes Sometimes No
2. Do you like to the reading software?	Yes Sometimes No
3. Do you like the word card activity on the computer?	Yes Sometimes No
4. Do you like the computer lab? Does it make reading easier?	Yes Sometimes No
5. Are the activities fun?	Yes Sometimes No

Professional Growth Training Evaluation Form

Name (not obligatory) _____School Site (not obligatory) _____

1. List three ways Saturday lab increases reading comprehension.	2. List three ways to instrument Saturday lab in the classroom.

3. List three resources to reinforce the use of Saturday lab in the classroom.	4. List the stages you would take to develop a Saturday lab activity.

Vocabulary Worksheet

Computer lab Activity Worksheet

Group Members_____

Cause & Effect (from https://www.k12reader.com/)

Cause and effect is one way to explain things that happen around us. Many things happen because something caused or influenced them to happen. Sometimes it is hard to look at a cause and figure out the effect. It may help you to start with the effect and use your reasoning skills. Think about all the things you know that could be reasons for the effect you can see. For example, you may see someone putting on a heavy jacket. This is the effect. To look for a cause, think to yourself, "What would make someone put on a heavy jacket?" Maybe the person is going outside into very cold weather. Maybe the person works in the penguin pen at Sea World.	The effect is: your clothes are wet. Write two possible causes: 1. _____ _____ 2. _____ _____ The effect is: you got an A+ on your spelling test! Write two possible causes: 3. _____ 4. _____ 5. In your own words, explain something you learned about cause and effect:

Maybe the person is going to visit an ice-skating rink where the air is kept very cold. All these things could be a cause for putting on a heavy jacket. Now, think about another example. The effect is that the student had to go to the principal's office. What are the possible causes? Maybe the student bullied another student. Maybe the student is just very cold.	_____

Student Information Sheet: Saturday lab

Student Name and Number	Reading Level	Educator Notes

Appendix B

Teacher Interview Protocol

1) How were you trained to teach reading comprehension strategies in general?

2) What specific training have you received in teaching reading comprehension strategies to children of migrant workers?

3) What, if any, additional training, post-college, have you received in teaching reading comprehension to children of migrant workers?

4) What challenges or obstacles do you encounter in teaching reading comprehension to children of migrant workers?

5) What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?

6) How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?

7) What specific reading difficulties do you encounter most often in children of migrant workers?

8) What processes and strategies do you use to teach reading comprehension to children of migrant workers?

9) How might a typical reading comprehension lesson plan address specific reading difficulties presented by children of migrant workers?

10) How do the parents or families of children of migrant workers participate in their children's reading comprehension learning?

11) Do you differentiate your approaches to migrant students from other students, and if so, how and why, and if not, why not?

12) What factors do you consider when teaching reading comprehension to children of migrant workers?

13) How do various teaching strategies address the factors you consider when teaching reading comprehension to children of migrant workers?

14) How are migrant worker parents or families encouraged to participate in their children's reading comprehension learning?

Appendix B: Principal Interview Protocol

1) What challenges or obstacles does your school encounter in teaching reading comprehension to children of migrant workers?

2) What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?

3) How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?

Appendix C: Guidance Counselor Interview Protocol

1) What challenges or obstacles does your school encounter in teaching reading comprehension to children of migrant workers?

2) What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?

3) How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?

Community Liaison Interview Protocol

1) What challenges or obstacles does your school encounter in teaching reading comprehension to children of migrant workers?

2) What specific or unique challenges or obstacles do children of migrant workers encounter when learning reading comprehension?

3) How do factors outside the classroom impact the reading comprehension skills of children of migrant workers?

Appendix D: Observations

One 45-minute observation of each teacher's reading class for a total of 5 observations. Teacher interviews (20-30 minutes) will follow the observations on the same day.

OBSERVATION CHECK LIST/PROTOCOL FORM

I.D: _ELL/MIGRANT Language Arts Class_____ Date: _____

Time:_____ Place:_____

Length of observation

Place of observation

Overall Question: What teaching methodologies and strategies do teachers use to overcome the specific challenges and obstacles encountered by students who are children of migrant workers?

1) What is the objective of the class?
2) What strategies and methodologies does the teacher employ? Direct, constructivist, lecturing, demonstrating, collaborating, classroom discussion, debriefing? Describe each in detail.
3) How do these strategies and methodologies achieve the objective of the lesson?

4) Describe the activities in detail that support the objective.
5) How do the teaching strategies, methodologies, and activities observe in the classroom address specific difficulties encountered by migrant students?

OBSERVATION OF TEACHING AND LEARNING STRATEGIES CHECK LIST

1. Small groups
2. Visual charts
3. Prompting
4. Graphic organizers
5. Repetition
6. Explicit instruction
7. Guided practice
8.Decoding strategies
9. K-W-L
10. Allow more time
11. Use of highlighters
12. Retelling
13. Read-aloud
14. QAR
15. Underline items
16. Pair and share
17. Dictionaries
18. Buddy reading
19. Perusal
20. Bilingual Texts

21. Activities for Struggling Learners
22. Bilingual dictionaries
23. Rephrasing
24. Teacher modeling
25. Power Point
26. CAI
27. One-on-one
28. UNRAVEL
29. Access prior knowledge
30. Word wall activities

Appendix E: School Site Form

Request for Permission to Conduct Research Form

Responsible Investigator

Dianne Pennington

Under the direction of Dr. James Schiro in the School of Education at Walden University, the investigator is conducting a research study and is inviting you to participate in it. The purpose of this form is to provide information that may affect your decision about whether or not you will provide permission to conduct this research project at your site. If you choose to approve this research, please sign in the space at the end of this form to record your consent.

Research Project Information

Students Faculty

__ Undergraduate Course Requirement ☐ Doctoral Dissertation

__ Graduate Course Requirement☐ Research for Publication

__ Master's Level Thesis

X Doctoral Dissertation/Project Study

Research Question(s)

Four research questions will guide this study:

RQ 1: How are teachers trained to teach reading comprehension strategies to children of migrant workers?

RQ 2: What specific obstacles or challenges impede the reading comprehension progress of children of migrant workers?

RQ3: What strategies do teachers use to teach reading comprehension to children of migrant workers?

RQ4: How do the reading comprehension strategies and methodologies teachers use address the specific challenges and obstacles faced by children of migrant workers?

Desired Start Date and Duration of Data Collection:

Start date: April 3, 2017 with three-month duration, concluding on July 3, 2017.

Participants (indicate all that apply):

___Students____ Parents

X___Teachers __X__ Administrators

X__Other Staff☐ Other (specify): Community Liaison/Counselor

8__ Sample Size

Brief summary of research design, including procedures for data analysis:

Data collection will include interviews, observations, and anecdotal notes. I will examine, segment, label, and reduce the data, categorizing it around found themes, and narrowing it to subcategories. I will create a comparison table or hierarchical tree diagram to present findings ranging from broad to narrow themes.

Potential Risks:

There are no anticipated potential risks to the participants.

Potential Benefits:

The study's potential benefits will help teachers and administrators to choose reading programs, teaching strategies, and/or other factors that will contribute to the success in helping ELL/migrant students increase their fluency and reading comprehension skills. This study may also help students in other communities to be more successful in academia.

Instruments to be used:

Recorded interviews, observation, anecdotal notes.

WILL IT COST ANYTHING TO PARTICIPATE IN THE STUDY? WILL ANYONE GET PAID TO PARTICIPATE?

There is to be no cost to or remuneration offered to the participants of the study.

WHAT HAPPENS IF THE RESEARCHER GETS NEW INFORMATION DURING THE STUDY?

The researcher will contact all participants and site if the researcher learns new information that could change the decision about participating in this study. The Walden University Institutional Review Board will also be notified of any new information.

HOW WILL THE RESEARCHER PROTECT PARTICIPANTS' CONFIDENTIALITY?

The confidentiality of the participants will be maintained through the substitution of numbers and pseudonyms in place of names. Consent forms for all participants will be obtained. All recordings, transcriptions, field notes and journals and any other hard copy research will be securely stored in locked file cabinets. Computerized information will be stored in password-protected data files. Data will be kept for a period of at least 5 years, as required by the university.

WHAT HAPPENS IF A PARTICIPANT DOESN'T WANT TO CONTINUE IN THE STUDY?

Participation is voluntary; refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

WILL PARTICIPANTS BE COMPENSATED FOR ILLNESS OR INJURY?

You are not waiving any of your legal rights if you agree to participate in this study. However, no funds have been set aside to compensate you or participants in the event of injury. If anyone should suffer harm due to participation in this research project, please contact

IRB at Walden University.

WHAT HAPPENS WITH THE DATA WHEN YOU ARE FINISHED?

In order to comply with federal regulations of secured data storage, Walden University IRB Policy requires that records shall be retained for at least 5 years, and records relating to research conducted shall be retained for at least 3 years after completion of the research. All records shall be accessible for inspection and copying by authorized representatives of the department or agency at reasonable times and in a reasonable manner.

VOLUNTARY CONSENT

By signing this form, you are saying (1) that you have read this form or have had it read to you and (2) that you understand this form, the research study, and its risks and benefits. If you have any questions, please feel free to contact the principal investigator.

If at any time you have any questions about the participants' rights or this form, please call the Office of the Institutional Review Board at 612-312-1210.

Note: By signing below, you are telling the researcher "Yes" you are giving your consent for the research to be conducted at

_____.

Please keep one copy of this form for your records.

Your Name (please print): _____

Title: _____ Phone: _____

Your Signature: _____ Date: _____

INVESTIGATOR'S STATEMENT

I certify that this form includes all information concerning the study relevant to the protection of the rights of the participants, including the nature and purpose of this research, benefits, risks, costs, and any experimental procedures.

I have described the rights and protections afforded to human research participants and have done nothing to pressure, coerce, or falsely entice this person to participate. I am available to answer the participant's questions and have encouraged him or her to ask additional questions at any time during the course of the study.

Investigator's Signature: _____Dianne Pennington

Investigator's Name: Dianne Pennington

(Principal investigator)

Date: _____

Appendix F: Participant Letter

LETTER OF INVITATION TO PARTICIPATE

Hello! My name is Dianne Pennington and I have been a teacher for 14 years serving the Wm. S. Hart District as well as the Los Angeles Unified School District. In addition to being a teacher, I am completing my Doctorate in Education at Walden University. As part of this program, I will be conducting a research study to learn more about how current teachers use different strategies to teach reading and particularly reading comprehension. I'll be observing 1 language arts class for each of 5 teachers, followed by 20-30 minute interviews. I will also interview 1 principal, a community liaison, and a school guidance counselor (not all necessarily at the same school). I would like to invite your school to be a part of this valuable research. The school and all participants will be anonymous. Below is some information to help you make an informed decision:

Why I'm doing this study: The paucity of research on poor reading comprehension among children of migrant workers reflects the complexity and uniqueness of the obstacles these students encounter. By studying the strategies and methodologies used to teach reading comprehension to ELL/migrant students this study will inform specific recommendations for programs, labs, and strategies, especially computer-assisted instruction (CAI), aimed at improving these student's reading comprehension skills.

What will happen to participants if they participate in the study? All participants will identified by a number only and no names will used for any purpose. The school will be anonymous as well as all participants. In this study, I'll observe one language arts class

for each teacher-participant, followed up with a 20-30 minute recorded interview the same day, with a focus on the reading comprehension teaching strategies and methodologies they use to teach ELL/migrant students. A sample question would be: What kind of strategies do you employ in your classroom to teach reading skills? I will also conduct 20-30 minute recorded interviews with the principal, the guidance counselor and the community liaison, on campus, on the same subject from their perspectives. A sample question would be: What challenges or obstacles does your school encounter in teaching reading comprehension to children of migrant workers?

How can this study benefit others? The paucity of research on poor reading comprehension among children of migrant workers reflects the complexity and uniqueness of the obstacles these students encounter. By studying the strategies and methodologies used to teach reading comprehension to ELL/migrant students, this study will inform specific recommendations for programs, labs, and strategies, especially CAI, aimed at improving these student's reading comprehension skills.

Thank you so much for taking time to read my invitation and consider this opportunity for you to be an important part of this research. If you have any questions or concerns regarding the research, please contact me, Dianne Pennington

Thank you again,

Dianne Pennington, M.S., Resource Specialist

Date _____