

[A Qualitative Study of Teachers' Perspectives on Family Literacy Practices: Discovering the Outcomes for Literacy Learning of Children from Diverse Demographic Backgrounds](#)

Presenter

- Emily Pierce, Senior, Education (Teacher Preparation) UW Honors Program

Mentor

- Mary Clevenger-Bright, Education

Session

- [Session 2D: Communicating an Interdisciplinary Language: Zen Literacy, Performance Poetry, Technology, and Mortality \(an Honors Interdisciplinary Panel\)](#)
- 231 MGH
- 3:30 PM to 5:15 PM

A recent Child Trends study pointed to a huge and continually growing body of research supporting the importance of home literacy habits, parenting practices and how these support early literacy programs and children's academic success. There hasn't been a great deal of experimental studies to support these findings across multiple settings, and with lots of different groups of children. As a UW teacher education program teacher candidate, I will be doing my student teaching in a poverty impacted public school in Seattle beginning in September 2015, and so this makes me particularly interested in how these questions could impact low income students and families in poverty-impacted and high risk communities and schools. I've designed a qualitative case study that focuses on teachers' perspectives on their students' family literacy practices and how that impacts their literacy learning in the classroom. I collected data through face to face and phone interviews with eight teachers. The questions my study is asking are: How do teachers in schools that reflect different demographic characteristics describe the opportunities and barriers to family literacy practices in their classroom community? How can findings from this case study inform my own development of a family literacy program as an early elementary teacher? I expect that my interviews with teachers will inform our discussion around the impact of family literacy practices on students' literacy learning. I expect these interviews will affirm the importance of parental involvement through family literacy practices and the greater impact of the relationship between a child's literacy and learning development and the home environment. My research will help inform my own, and other early elementary teachers' planning of a literacy instruction curriculum and how to better support relationships between students and families around literacy learning, especially with families of diverse demographic populations.