

Teachers Implementation Of Early Literacy Parent Involvement Strategies School Predictor Variables And Differences Across High- And Low-poverty Schools

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Summary : Free teachers implementation of early literacy parent involvement strategies school predictor variables and differences across high- and low-poverty schools pdf download - the importance of parent involvement on literacy achievement is pervasive throughout the literature multiple family and school context variables impact such parent involvement this study was designed to assess the relationship between school context variables and practices on teachers implementation of early literacy parent involvement strategies in this study school context variables included school geographic locale e g urban rural population of the students the school serves e g poverty level percentage of minorities the teachers grade level and the early literacy intervention programs implemented at the school school practices included teachers reports of instructional and structural organizational strategies used in their classroom professional development opportunities in the school and their perception of the school climate e g sense of community collaboration within the school of particular concern was the differential impact of school climate variables and other school practices on teachers implementation of parent involvement strategies across schools serving high- or low-poverty populations the current study used data collected by teacher and principal versions of the early literacy intervention survey during the 2000-01 year of indiana s early literacy intervention grant program factor analyses of the instructional and structural organizational strategies indicated that teachers reports of these practices are somewhat different than principals reports of these practices sequential multiple regressions were used to assess the contribution of school variables in predicting teachers implementation of parent involvement results of these regression analyses indicated that professional development strategies instructional structural strategies and to a lesser degree school climate variables made significant contributions to the prediction of parent involvement in the model for the

entire sample differences in this model were found across schools serving high- versus low-poverty populations for example the impact of specific instructional and structural organizational strategies as well as the direction of impact of specific school climate variables differed in schools serving different poverty levels

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