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EXAMINING URBAN TEACHERS' PERCEPTIONS AND PRACTICES OF
FAMILY LITERACY PARTNERSHIPS IN SCHOOLS, HOMES, AND
COMMUNITIES: A CASE STUDY

by

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A DISSERTATION

Submitted to the graduate faculty of The University of Alabama at Birmingham,
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

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2022

ABSTRACT

This qualitative case study examined urban teachers' perceptions and experiences of family literacy practices and partnerships in urban schools, homes, and communities during remote learning. Research shows that collaboration among schools, families, and communities can help improve overall educational outcomes and literacy development of children from linguistic and low socioeconomic backgrounds (Curry et al., 2016; Henderson & Mapp, 2002; Taylor, 1989). However, there is limited research on family literacy practices and partnerships in urban settings during remote learning. Therefore, this research explores family literacy practices and partnerships between schools, families, and communities in urban environments to help improve students' literacy development and overall educational outcomes during remote learning. In addition, this study will provide greater insight to current and future students, families, teachers, administrators, and community members, on developing ways to overcome barriers when engaging in family literacy practices and partnerships during remote learning.

Using Denny Taylor's Family Literacy Theory, Bronfenbrenner's Ecological Theory, Epstein's Overlapping Spheres of Influence Model, and Epstein's Framework of Six Types of Parental Involvement support the current analysis because they focus on the socio-cultural aspect of supporting students' development. Eight teachers from the K-3 grade levels who taught literacy instruction remotely in an urban school district in the southeastern United States during the COVID-19 pandemic participated in this study.

Data were collected using structured interviews, lesson plans, and video recordings of participants teaching literacy during remote learning. The researcher implemented a thematic data analysis to analyze participants' interviews. The findings of this study were presented in the following four themes: (1) parents' role in literacy learning, (2) partnerships through parental involvement, (3) value of home-school collaboration, and (4) barriers of home-school partnerships.

Suggested implications of this study are: a) school districts and school administrators should train and support urban teachers and families to develop effective family literacy practices when students are not doing face-to-face learning; b) teacher preparations program should prepare teachers with the knowledge and resources to implement culturally responsive practices so teachers can support students from different social, cultural, and linguistic backgrounds; c) teachers should recognize that racism and inequalities are still present in school, and implement practices and partnerships to ensure social justice for all students and families.

Keywords: teachers, family, literacy, partnerships, remote, urban.

DEDICATION

Halleluiah! I dedicate this work first to my Lord and Savior, Jesus Christ. This work belongs to you. This work started with you and now it ends with you. I want everyone to know that I am a vessel used to write this work, but I won't take the credit or glory. This is your work Lord, and it's for your purpose. Although I faced countless challenges and setbacks, you gave me strength, blessed the works of my hands, and made my way perfect (Psalm 18:32; 2 Samuel 22:33). You sent me all the right people to help and favor me, so what you have willed for my life in heaven could be accomplished on earth. It is finished! I thank you my God, Jesus Christ for being a way maker and fulfilling your promise for my life!

To my mother, Jackie, one of the hardest working women I know. I thank you for how you took care of and provided for me so I can grow and be all who God has called me to be for such a time as this. Growing up over the years seeing your strength and how you overcame so many obstacles and hardships have helped me to also stand strong on this journey. Thank you for being an example of how to persevere and never give up despite life challenges. To my dad Warren, one of the funniest men I know. Who else can I talk on the phone with for hours about things that doesn't make sense, yet still interesting? I am still laughing and processing some of your wise tales or should I say fairy tales.

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To my *Bridge in the Gap* spiritual family, thank you for your love, time, support, prayers, and contributions you have sown to help me on this journey. Thank you, Shabriel, for your contributions and introducing me to the ministry. Little did I know that my life would change for the best forever. From the moment I met you all, you welcomed and showed me so much love. You all took me in your bosoms and supported me with various life situations and throughout this entire journey during my time away from home. I thank you all! To my spiritual father, Tyrone Long and sons, Tyrone Jr., and

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Finally, I dedicate this to everyone who is afraid to go after your dream. Maybe it's because you feel worthless, not smart enough, intimidated, or believe your background doesn't qualify you. Well, I have encountered all these demonic thoughts. If God, did it for me, He can and will do it for you. So, I encourage you this day to go after your dreams, and go get the blessing that is rightfully yours. I leave you the words of Habakkuk 2:2-3 *“And the Lord answered me, and said, Write the vision, and make it plain on tablets, that he may run that read it. For the vision is yet for an appointed time, but at the end it shall speak, and not lie; though it tarry wait for it; because it will surely come, it will not tarry”*.

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ABBREVIATIONS

CRT	Critical Race Theory
ESSA	Every Student Succeeds Act
ESEA	Elementary and Secondary Education Act
K	kindergarten
NCLB	No Child Left Behind

CHAPTER 1

INTRODUCTION

The well-known African proverb, “It takes a village to raise a child,” has been a part of American culture for decades. This aphorism focuses on the entire community playing a role in a child's life. Establishing partnerships with families is an essential component of a child's development. According to Keyser (2006), a partnership is a unique relationship where everyone involved is equally valued and respected for their contributions. Furthermore, school, home, and community partnerships are three interdependent spheres where individuals jointly share the responsibility for a child's development and academic success (Bronfenbrenner, 1986; Epstein, 1993; Sheldon et al., 2010).

Schools and families must collaborate to develop partnerships to support students' literacy development and overall academic success (Henderson & Mapp, 2002). According to Grant and Ray (2019), forming partnerships with families extends beyond parental relationships. For example, siblings, grandparents, aunts, uncles, cousins, married and adopted family members all contribute and play a vital role in a child's development (Crawford & Zygouris-Coe, 2006; Grant & Ray, 2019). Therefore, it is critical for schools, homes, and communities to develop effective partnerships because of the diversity in the structures of families (Crawford & Zygouris-Coe, 2006; Dunst, 1995; Epstein, 2011; Tracey & Morrow, 2011).

According to Bronfenbrenner (1986, 1994), non-family members in a child's environment all play a role in a child's development. For example, students' and families' relationships with teachers, friends, church members, healthcare providers, and others are critical components of a child's development. Researchers have clarified that schools and communities must reach out to families and implement strategies to meet their specific social, cultural, and linguistic needs (Edwards, 2009; Ladson-Billings, 2009; Taylor, 1989). Moreover, Grant and Ray (2019) explained that educators could form partnerships and cultivate an equally respectful relationship with diverse families by implementing culturally responsive activities. This practice can help educators become culturally aware, acknowledging the cultural uniqueness, life experiences, and viewpoints of all families. Moreover, understanding families' cultural background and their funds of knowledge can help teachers remove stereotypes, develop more significant partnerships with families, and acknowledge and respond to social justice (Edwards, 2009; Ladson-Billings, 2009; Moll et al., 1992).

Most of the studies reviewed were conducted prior to the COVID-19 pandemic. Because schools have pivoted to remote learning during the pandemic, there is a need to examine how technology might be used to continue to connect with caregivers. It is necessary to focus on this gap in the literature on how families, educators, and communities foster family literacy practices and partnerships in urban schools during remote learning. Moreover, it is essential to investigate circumstances that arise in our society, such as public health, economic, or political issues.

This study examines family literacy practices and partnerships, barriers to family literacy practices and partnerships, and how schools and communities can support urban

families with family literacy practices during remote learning. Using a qualitative research methodology, this research study aims to understand teachers' perceptions and experiences of family literacy practices and partnerships in urban schools during remote learning. Findings from this study will add to the existing body of literature on family literacy.

Statement of the Problem

Research shows that schools and families in urban school settings struggle with school-home partnerships. This dilemma has resulted in urban students having lower levels of literacy skills than students from high socioeconomic backgrounds (Teale & Gambrell, 2007). Several factors, including families' perceptions of home-school partnerships, influence their involvement. For example, Hoover-Dempsey and Sandler (1997) stated that families' perceptions of their role and responsibility in their children's education, families' self-efficacy in their child's education, and schools' efforts to welcome underserved families into the school are three factors that hinder school-home partnerships. Additionally, social and economic restraints hinder many urban families' from establishing partnerships with schools.

In addition, previous studies have shown that social injustice and inequalities in the education of families from underserved communities have resulted in a lack of school-home partnerships (Milner, 2013). These factors have caused educators in urban schools to be unsuccessful at forming partnerships with families.

Purpose of the Study

This qualitative case study examined urban teachers' perceptions and experiences of how families, schools, and communities engaged in family literacy practices and partnerships in an urban setting during remote learning. Research shows that family engagement in schools and districts can improve students' literacy development and overall academic success in urban environments. Therefore, the findings of this study will help policymakers, school officials, families, and communities enhance literacy skills and overall educational outcomes of students in an urban setting who participate in current and future remote education. This has negatively influenced the literacy development of some students from urban environments.

Research Questions

This qualitative case study examined family literacy practices and partnerships during remote learning. This study's central research question was: What are urban teachers' experiences of family literacy practices and partnerships in schools, homes, and communities? Sub-questions were:

1. How has remote literacy instruction influenced urban teachers' beliefs about family literacy practices and partnerships?
2. How have urban teachers engaged in culturally responsive family literacy partnerships during remote learning?
3. What perceptions do urban teachers have about family literacy practices and partnerships during remote learning?

Research Justification

Studies show that a lack of collaboration among families, schools, and communities may negatively impact children's literacy development in urban school settings. Hence, school, home, and community partnerships can help improve literacy skills and overall educational outcomes of children's linguistic and low socioeconomic backgrounds (Curry et al., 2016; Henderson & Mapp, 2002). According to Grant and Ray (2019), engaging families in their child's education benefits children, families, educators, schools, and communities. Moreover, establishing family literacy practices and partnerships can help diverse families become more aware of schools' literacy expectations (Taylor, 1989, 1993). Furthermore, school home and community partnerships can help educators develop lasting, trusting partnerships with families of diverse cultural backgrounds. Furthermore, according to Grant and Ray (2019), understanding teachers' experiences will help improve educational outcomes, attendance, behavior, and students' attitude about learning.

Research shows that children whose families partner with schools are likely to earn higher grades and test scores, are less likely to repeat their current grade level, attend school regularly, like and adapt to school, have better social skills, and have fewer adverse behavior reports (Grant & Ray, 2019). There is a need for this study because many urban families, schools, and communities do not form partnerships. Therefore, we do not see many of these positive outcomes.

Significance of the Study

Despite the vast amount of research conducted on family literacy, most of the current literature shows findings of educators with face-to-face learners (Curry et al., 2016). There is limited research on family literacy practices and partnerships in urban schools, homes, and communities during remote learning. Therefore, this research will fill the gap and add to the current literature on family literacy. The researcher seeks to understand teachers' perceptions and experiences of how urban families, schools, and communities in the southeastern United States engaged in family literacy partnerships during remote learning.

Furthermore, the great demand for school-home partnerships to support students' literacy skills justifies the need for this study on family literacy partnerships in urban schools during remote instruction. This research study will provide urban teachers with more insight into better-implementing family literacy practices and partnerships with urban families to support their child's literacy development. Thus, this study will help students' literacy development and overall educational outcomes during remote learning.

Limitations of the Study

There were several limitations in this research study.

1. This study was limited to teachers in an urban school district located in the southeastern United States. Because of restrictions on public gatherings during the COVID-19 pandemic, only eight teachers from one school in an urban school district participated in this study.

2. The data collection consisted of only eight participant interviews, affecting data triangulation. However, to improve trustworthiness of the data, lesson plans and video recordings of teachers implementing remote learning were reviewed.
3. Perceptions, beliefs, and experiences of participants from one urban school were examined. Although findings were limited to these participants, this study's findings, conclusions, and recommendations could benefit educators, families, literacy programs personnel, district leaders, and stakeholders in other districts.
4. Researcher's bias. The researcher developed the data collection instrument in this study and did the analysis. The researcher in this study was involved in the remote learning experience just like the participants in the study. Involvement in the phenomenon could cause the researcher to have personal biases and perceptions during the research. The researcher attempted to separate subjective opinions to analyze, collect, and effectively interpret data.
5. Implementing a thematic analysis became a limitation because the data analysis relies on the researcher's judgment. Therefore, this current research had a peer reviewer to help examine any personal biases.
6. Lastly, this study sought to understand teachers' perceptions and experiences without data from students' family members, community stakeholders, or other school personnel.

Delimitations of the Study

1. This study focused on understanding the experiences of urban elementary school teachers who taught literacy instruction during remote learning. Therefore, this research did not include interviews with middle school or high school teachers.
2. This study excluded principals, parents, and students in urban settings.
3. The researcher was only interested in grades K-3 because of the intense focus on literacy due to the new Alabama Literacy Act mandates. The researcher did not gather data from elementary teachers who taught higher grades, other subjects or had not experienced teaching literacy remotely. Therefore, data were only collected from K-3 elementary reading teachers who have taught literacy instruction remotely because the researcher was only interested in reading teachers' experiences of family literacy practices and partnerships.

Definition of Terms

ClassDojo – a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned.

Culturally diverse – a system of beliefs and behaviors that recognizes and respects the presence of all various groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context that empowers all within the organization or institution.

Family involvement – the school plays the dominant role in the relationship with families. The school establishes the connection by making the initial decision on initiatives and goals (Goodall & Montgomery, 2014).

Family engagement – According to the National Association for Family, School, and Community Engagement (NAFSCE), family engagement is defined as a “collective responsibility in which schools and community organizations partner to engage families in meaningful ways.

Family literacy – the effect a family's educative style has on the development of children's literacy (Taylor, 1983,1993).

Literacy – the ability to read, write, speak, and listen to let us effectively communicate and make sense of the world.

Low socioeconomic – low SES usually refers to living in underserved settings.

MyOn – an online, interactive, digital library with over 10,000 books for pre-K-12 students. It is used to assign books, create projects, encourage reading, assess student growth, and now, students can read the news.

Parent – a caregiver who raises and cares for another.

Partnerships – are three interdependent spheres where individuals jointly share the responsibility for a child's development and academic success (Epstein, 2011).

Remote learning – provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes.

Remind – a communication platform that helps educators reach students and parents where they are.

Schoology – “a revolutionary learning management system (LMS) and social networking tool which make the user is easy to create and disseminate their academic project. It serves collaborative blended learning experience to make an efficient conventional teaching-learning process” (Ferdianto & Dwiniasih, 2019, p. 2).

Urban – city or densely populated area with some characteristics and sometimes challenges in terms of resources, qualification of teachers, and academic development or students (Milner, 2013).

Zoom – *Zoom* is a web-based collaborative video conferencing tool that provides quality audio, video, and screen sharing, making it great for virtual conferences, online lectures, meetings, webinars, and other forms of virtual communication.

Organization of the Study

Chapter 1 of this study includes the introduction, background information, rationale for conducting the study, purpose, problem statement, research questions, research justification, significance, limitations, delimitations, and terms and definitions. Chapter 2 focuses on theoretical frameworks and literature surrounding family literacy practices and partnerships. Chapter 3 consists of the study methodologies, and Chapter 4 shows findings from the study. Finally, Chapter 5 discusses the research study results, implications, and recommendations for future research.

CHAPTER 2

THEORETICAL FRAMEWORKS AND LITERATURE REVIEW

Theoretical Frameworks

This chapter offers theoretical frameworks that guide this study, and a literature review of various family literacy components to understand urban teachers' perceptions and experiences of how urban families, schools, and communities engage in family literacy practices and partnerships during remote learning. This literature includes past and current literature on family literacy. This chapter will start with the theoretical frameworks of (a) Denny Taylor's Family Literacy Theory (1983), (b) Urie Bronfenbrenner's ecological theory (1979), (c) Epstein's overlapping spheres of influence model (1992), and (d) Epstein's framework of six types of parent involvement (1987). Each of these scholars emphasized the social factors that influence child development.

Denny Taylor's Family Literacy Theory

Denny Taylor coined the Family Literacy Theory in 1983, proposing that families mold and shape children's literacy development (Anderson et al., 2010; Taylor, 1983; Tracey & Morrow, 2017). According to Taylor (1983), family literacy promotes building meaningful connections between home and school. Thus, family literacy is an essential component of assisting children with reading and writing. Taylor (1983) introduced family literacy in her ethnographic studies of families' home literacy practices. Taylor's Family Literacy Theory supports this research, in that it focuses on families facilitating

home literacy use to improve students' literacy development and overall academic success (Tracey & Morrow, 2017). Taylor's research documented ethnographic studies of six middle-class suburban families, who successfully fostered their child's learning. Taylor's ethnographic studies revealed how families worked alongside their children to help develop their reading and writing skills. The families in this study allowed their children to read to them, play word games and activities, work with words, and communicate by writing letters, signs, and notes.

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's ecological systems theory explains that everything in a child's environment influences their growth and development (Bronfenbrenner, 1977). It explains the way children develop in the family system in the context of the world. This theory is an interrelated living system model where the systems influence each other directly or indirectly. Therefore, the influence of one system on a child's development depends on its relationship with the others. One vital component of this model is the child. The child in the ecological system influences the system as much as the system influences the child. Therefore, it is essential to understand how children and families from urban environments function within this system. This theory plays a role in the current research because it is imperative to consider that many urban settings have a high percentage of poverty, hunger, subsidized living, crime, drug use, and a lack of resources in schools and communities. Additionally, families in urban settings may encounter single-family households, numerous work hours, unpleasant feelings of approaching the school, lack of confidence working with teachers, transportation issues, language, and cultural barriers.

Bronfenbrenner's ecological system has five domains that influence a child's development (Bronfenbrenner, 1977, 1979, 1994; Tracey & Morrow, 2017). These factors in a child's microsystem, mesosystem, exosystem, macrosystem, and chronosystem can influence how urban schools, families, and communities engage in family literacy partnerships. According to Bronfenbrenner (1979), the microsystem is the smallest, most significant layer that involves the child's immediate environment. This level focuses on the close relationships and interactions between individuals. These relationships include the child's nuclear family, extended family, school, neighborhood, peers, church, childcare, and doctor's office. In this system, the child and their families can influence their beliefs and behaviors.

For example, a supportive family relationship can affect a child's positive attitudes and behaviors. A child who exemplifies positive attitudes and behaviors may influence their family's sense of accomplishment with parenting (Bronfenbrenner, 1977, 1979). However, a child in an unsupportive and hostile environment could express negative attitudes and behaviors. This type of negative behavior can influence a family to feel discouraged about parenting skills. Whether positive or negative, a child's behavior can affect other systems such as the child's school and community.

The second level of the ecological system is the mesosystem. This level focuses on interactions between two or three microsystems interacting directly or indirectly (Bronfenbrenner, 1977). This could be a relationship between home and school, peers and family, and church. Whatever goes on in a child's home environment can affect how they respond at school, and whatever goes on at school can influence a child outside of

school. For example, if the school and family mutually form partnerships on specific goals, this can help lead to a positive relationship between home and school.

Families and teachers must have respect for each other. Also, it is critical that families feel as if the schools have their best interest and are comfortable reaching out to teachers for assistance. Therefore, educators must reach out, engage, and support families in their child's education. Including and supporting families in their child's education can promote a cheerful, trusting, long-term home and school relationship that can influence their development (Bronfenbrenner, 1977, 1994; Grant & Ray, 2019; Henderson & Mapp, 2002). Also, the child's mesosystem includes the relationship between peers and the family. For example, if the family is actively involved and has a positive relationship with the child's friend, this can positively affect a child's development. However, if a family member does not like the child's peers, this might negatively affect the child.

The exosystem is the third ecological system level, that connects two settings (Bronfenbrenner, 1977, 1979). For example, the workplace of working families will be the child's exosystem, because the child is not directly involved with the job. However, if their family members work often and have long shifts, they may not engage in their child's education and form partnerships with the school or they must seek out non-traditional ways of partnering with the school. In addition, family members who have experienced a difficult day at work may bring their work frustration home and lash out at the child. Also, if a family member receives a promotion, this can positively or negatively influence a child's development.

The macrosystem is the fourth level of the ecological system. This level is the most extensive system, with distant people and places influencing the cultural elements

that can affect a child's development (Bronfenbrenner, 1977, 1979). For example, children are born with a specific race, ethnicity, language, religion, socioeconomic status, degree of wealth, and within a certain country. These identities can influence child development. Where a child lives can considerably impact a child's development. For example, if a child lives in a country with wars, this will affect their development differently from a child living in a country like the United States that does not have active war zones. If a child lives in a country with constant gunshots, bombs, and riots, this may negatively impact their development. A child's language can also influence their development. For example, if a child speaks English as a second language, this can affect their relationship in their microsystem. For example, the child may become frustrated and bullied at school because of the language barrier. Additionally, language and cultural elements can influence a child's mesosystem relationships. For example, families and teachers may have difficulty collaborating and forming partnerships.

The fifth level is the chronosystem; this are significant events at the time when the child lives (Bronfenbrenner, 1977, 1979). For example, children raised in wars or an era where technology is a digital way of living are examples of the in a child's chronosystem. One recent significant event in time is COVID-19, that has influenced the development of many children. The COVID-19 pandemic caused interrelated influences in the child's microsystem, mesosystem, ecosystem, and macrosystem. For example, students may become angry with individuals in their microsystems during the COVID-19 pandemic because of remote learning. This shutdown can influence a child's learning, because they can become frustrated because of virtual learning and not making friends. In addition, a school shut down due to COVID-19 could negatively affect a child's mesosystem because

some families and teachers failed to form a partnership to meet the goal and needs of the child. Additionally, the societal beliefs (macrosystem) about COVID-19 can influence the child's development. These systems are constantly active and interrelating and can affect a child's literacy development.

Epstein's Overlapping Spheres

Epstein's (1992) theory of overlapping spheres of family engagement explains that families, schools, and communities are essential to learning and developing. Therefore, the overlapping spheres of influence model encourages cooperation and communication between families, schools, and communities. Moreover, Epstein (1992) explained that individual responsibilities include awareness of the school and home. Epstein's (1992) spheres of overlapping influence model supports this research study because urban teachers can help promote positive exchange by involving families in their child's literacy learning. Teachers who teach in urban settings can support students by welcoming families into the classroom to participate in literacy activities.

Epstein's (1992) overlapping spheres of influence model encourages cooperation and communications between families and schools. Deslandes (2001) explained that influences such as time, characteristics, philosophies, and practices of families and the school could significantly influence shared activities between the school and families. An exchange of personal relationships and connections between educators, families, and community groups develops in the spheres of influence model (Epstein, 2011). According to Deslandes (2001), families must become involved in their child's education during their preschool and primary years for maximum and genuine partnerships. Also,

teachers should develop activities that encourage families to become engaged in school activities. This model indicates the necessity of exchange among teachers, families, and students.

Epstein's Six Type of Parental Involvement

Epstein (2011) focused on six ways that educators can support partnerships. The six types of involvement are (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) community collaboration.

Parenting

Parenting is the first type of involvement to assist families with parenting skills. Educators can help families raise their children by helping them with parenting skills. Educators can implement this in helping families in setting home conditions to support their children's education. It is essential to look at families' challenges and find successful ways to help their specific needs from a teacher's perspective (Epstein, 2011). For example, families may need assistance with the fundamental questions about school. Educators can assist families with vital information about the school by creating a family handbook that provides families with valuable information they may need to know and creating a teacher's resource page on the school's website. This information is best provided in multiple languages to meet the needs of diverse families.

Other accommodations to assist families can include allowing early drop-off and afterschool care for families. Some families must arrive early, and some have not completed work when school ends. Additionally, educators must understand that all

families' availability may not fall within an educator's traditional schedule; therefore, educators must be flexible with involving families in their child's education. Educators can do this by asking families the best time that works for them, planning months in advance, meeting with families when they are available or on their lunch break. Educators can utilize different forms of technology, including video calls through Facetime, Zoom, and Google Meet for families who struggle with transportation. Using these modes of technology may better accommodate families who are working and those without transportation.

Communicating

Communicating is the second form of involvement for effective communication from home to school and school to home. It is important to inform families of how their children perform in school (Epstein, 2011). This will assist families with being up to date about curriculum and events occurring in the classroom. Therefore, it is critical to make families aware of their student's grades, progress, goals, behavior, and school activities. Educators can create a social media account and send home traditional communication methods such as folders and weekly newsletters.

Volunteering

It is essential to provide families with opportunities to volunteer in and out of school (Epstein, 2011). For example, families can volunteer with field trips, PTO, school events, and sports. In addition, the more families are engaged with the school, the greater the partnership will be with the school. Parents can help with school duties or sports

events. Parents can participate in shared reading with students. They can read to students or allow students to read to them.

Learning at Home

Involving families with their children can create a successful partnership (Epstein, 2011). Homework is a way to engage families in their child's learning. Also, families implementing shared reading at home is an excellent way to help students learn more words before their first year of school. Sending suggested activities, other than homework, can help families work with their children on more engaging activities. For example, families can go to the library and check out books to read to their children at home. Also, families may use the school library if they face challenges attending public libraries.

Decision Making

Decision making allows families to join with the school and educators to decide their child's education (Epstein, 2011). Families can engage in decision-making by joining and making PTO, class spokesperson, and parents advocate for students with specific needs. Having families participate in the decision-making process provides them with engagement in the meaningful and critical components of their child's education. Therefore, educators, administrators, and students must share school volunteer opportunities with families.

Literature Review

In this section the researcher will first discuss family involvement, family engagement, critical perspectives of family engagement in urban schools, and culturally responsive teaching in urban school setting. Next, the researcher will focus on school-home partnerships, school-home partnerships in urban schools, and critical viewpoints of school home practices in urban schools.

After that, the researcher will define and discuss various perspectives of family literacy, family literacy partnerships, a critical outlook on family literacy partnerships in urban schools, and the challenges of family literacy practices in urban schools. Finally, the concluding section of the literature review includes current family literacy practices and partnerships during remote learning. The researcher conducted this study because there is limited research in the southeastern United States on family literacy practices and partnerships in urban schools during remote instruction.

Parent Involvement vs. Family Engagement

In the theoretical framework section, the researcher discussed Epstein's Six Types of Parental Involvement. However, current research shows that parental involvement does not properly reflect the diversity of families in today's American society. Therefore, the term family engagement is the appropriate terminology that is used in current research.

Parent Involvement

Parental involvement looks at how the school reaches out to support families by helping them better support their children (Epstein, 1987; Epstein & Dauber, 1991). Previous literature showed that parental involvement in a child's education can benefit a child's learning outcome (Hill & Taylor, 2004). Some scholars defined parental involvement as parents' active participation and commitment to the educational process and their child's school experiences (Jeynes, 2005). According to Goodall and Montgomery (2014), parental involvement is defined as participating in an activity or event.

Hoover-Dempsey and Sadler's Model of Parental Involvement stresses the importance of the parent's viewpoint of school-family relations. This model focuses on the parental involvement process to understand why parents get involved in their child's education and how they influence the child. According to Hoover-Dempsey and Sadler (1995), parents' involvement is motivated by two belief systems. These belief systems are the role of construction and parents' sense of efficacy in helping their children succeed in school.

Although research has shown the success of parent involvement, Goodall and Montgomery (2014) explained that the term parental involvement lacks a feeling of ownership and focuses on "doing to" rather than "doing with." He further explained that parental participation focuses on the school being in charge and controlling school activities. Therefore, parents may have little or no time to engage in in-depth questions and conversations with teachers. This communication is a one-way communication from teacher to parents (Goodall & Montgomery, 2014). With parental involvement, teachers

focus on telling parents rather than engaging families in discussion to hear the voice and knowledge that parents may have to offer. Moreover, Mapp & Kuttner (2013) stated that involving families in activities like checking homework and attending school meetings does not effectively engage families in their child's education.

Family Engagement

State legislation such as Every Student Succeeds Act (ESSA) focused on family engagements as a critical component of a child's academic success. According to the National Association for Family, School, and Community Engagement (NAFSCE), family engagement is defined as a "collective responsibility in which schools and community organizations partner to engage families in meaningful ways" (NAFSCE, 2010).

Moreover, Goodall and Montgomery (2014) explained that "the term engagement involves more outstanding commitment and greater ownership of activities than parental involvement" (p. 400). Kelty and Wakabayashi (2020) stated that parent engagement consists of a two-way communication between the home and the school. Family partnerships allows families to engage in their child's learning activities and become partners in decision-making (Epstein, 2011). Moreover, family engagement focuses on welcoming not only parents but all families regardless of race, culture, language, and class (Goodall & Montgomery, 2014; Kelty & Wakabayashi, 2020). According to Ishimaru et al. (2016), family engagement emphasizes family culture and acknowledges the funds of knowledge that exists in family cultural and linguistic backgrounds. According to Marrun et al. 2021, family engagement derived through work to build

authentic partnerships with families of color can help educators understand how to better serve the goals of families.

School-Home-Community Partnerships

Previous and recent policies, such as Title I of the Elementary, Secondary Education Act of 1964, No Child Left Behind Act of 2001 (NCLB), and Every Student Succeeds Act of 2015 (ESSA). Research shows that there are numerous benefits of school-home partnerships. For example, students are less likely to be retained, they enjoy and adjust to school better, exhibit healthier social skills, experience fewer behavior write-ups, pursue higher education, and gain literacy success (Grant & Ray, 2019). According to Epstein (2011), the overall purpose of forming partnerships is for students to become successful in school and later in life. School, home, and community partnerships aim to create a caring, trusting, and respectful educational environment (Epstein, 2011). Additionally, school, home, and community partnerships build a resilient foundation of mutual trust and respect, engaging with families inside and outside of school. Establishing trust is essential for developing a lasting partnership between families and teachers (Bronfenbrenner, 1977, 1979; Ferlazzo, 2011).

In addition, Henderson and Mapp (2002) explained that when schools treat families and community members as assets in the child's education instead of liabilities, they can better develop positive relationships. During this collaboration, it is vital to understand that children are the core of meaningful partnerships (Epstein, 2011). Moreover, this ongoing partnership supports the well-being of families and their children.

According to Ferlazo (2011), “Authentic school-home partnerships engage families and partners and listen and respond to their voices, questions, concerns, and ideas” (p. 12).

Previous research shows that it is critical that teachers take the initiative and reach out to families (Epstein, 2011; Henderson & Mapp, 2002; Henderson et al, 2007).

Malaguzzi (1993) believed that it is vital for families to actively participate in their child's education, because it promotes children's growth, care, and development.

Moreover, in Reggio Emilia, family partnerships are a critical component of the schools' curriculum. Thus, the curriculum includes families learning with their children more than traditional curriculums. In Reggio schools, families are included in the decision-making and developing and creating activities for the students. In addition, families participate and join the school committee to help mold and shape the school's learning environment.

Also, educators must implement culturally responsive practices to form trusting partnerships with families with language barriers and those from underserved backgrounds for literacy development (Ladson-Billings, 2009; Moll et al., 1992; Taylor, 1993). Schools, homes, and communities can foster family literacy partnerships through literacy practices such as shared book reading, family literacy nights, and community literacy programs.

Critical Race Theory

Often, family literacy partnerships are discussed in a general context and may not reflect the specific literacy needs of students in urban schools. In addition, traditional approaches to literacy in general may not provide an adequate lens of understanding family literacy partnerships with families in urban communities. Therefore, this section

will focus on the critical race perspective to specifically give a lens to family literacy partnership in the context of urban schools, homes, and communities. Furthermore, this section will help provide greater understanding of how race and racism affect the education and lives of individuals of color that have been overlooked (Ledesma & Calderon, 2015).

There are four beliefs that characterize Critical Race Theory (CRT). First, it focuses on the truths of racism and exposes how racism continues to honor Whites and overlooked people of Color from underserves communities. Second, it allows and supports the voices of people of Color by using storytelling to find knowledge within. Third, CRT disapprovals laissez-faire, especially the view that significant social change happens without major change to current social organization. Fourth, CRT questions the effectiveness of a significant amount of civil rights legislation endorsed in the United States (George, 2021; Ladson-Billing, 2009; Tracey & Morrow, 2017, p. 175).

According to George (2021), CRT recognizes that race is not biologically real but is socially constructed and socially significant. CRT helps individuals understand how racial and structural inequalities remain despite laws trying to stop them. Ladson-Billings and Tate's (1995) publication was the first to acknowledge CRT in the field of education. They elaborated on the limitations of legal involvements that led to current manifestations of racial inequality in education such as, deficit class practices and instruction that describes students of color as in need of remediation, narrow assessments, school discipline procedures that excessively impact students of Color and compromise their educational outcomes, and school funding inequities (Ladson-Billings & Tate, 1995). There has been much research centered around the opportunity gap concerning

race, poverty, and family engagement in urban settings for many years. Therefore, it is critical to examine how CRT influence school-home partnerships in urban settings.

CRT of School-Home Partnerships in Urban Settings

Engaging with families in an urban setting is an important component of forming effective school, home, and community partnerships. However, it is necessary to view partnerships in urban communities from a critical lens to help educators rethink school home partnerships in urban settings. Additionally, viewing school, home, and community partnerships through a critical lens offers counter-perspectives to deficit beliefs that urban schools, students, and families are problematic (Johnson, 2015).

CRT helps shed light on how systems of oppression, marginalization, racism, inequality, hegemony, and discrimination are still present in policies, institutions, and educational systems (Milner, 2013). Although recent education policies have placed forceful commands on schools partnering with families, these policies were developed to address the learning needs of the general student population (Grant & Ray, 2019; Henderson et al., 2007). However, CRT in education has placed strong emphasis on how race and racism in education can influence partnerships of families who live in underserved communities.

According to Cook et al. (2020), racially marginalized families have been underserved and deprived by practices and policies in the U.S. educational system. Families from racially marginalized communities are likely to encounter racism than families from more privileged environments. It is essential to examine race and racism when understanding school home and community partnerships in urban settings because

racism is still present in schools. Moreover, families of Color continue to experience inequality and other types of discrimination (Milner, 2013).

Archer-Banks and Horenstein (2008) explained that racial bias within schools dissuades many African American families from participating in their child's academic learning. Furthermore, Ishimaru et al. (2016) explained that families from underserved communities often do not feel welcomed and feel powerless and marginalized in their child's school. According to Hill and Taylor (2004), school involvement can vary across ethnic or cultural backgrounds. They explained that some teachers who do not have the same cultural experience as their students are less likely to reach out and involve families in their child's education. Epstein and Dauber (1991) stated that teachers without the same cultural background might believe that many families from urban environments do not value their child's learning.

One of the most widespread perceptions about families of Color is that they do not value their child's education because they do not participate in school activities (Marrun et al., 2021). However, the study conducted by Marrun et al. (2021) focused on the relationships families have with their child's teacher. The findings showed that the families thought of their teachers like family members if they expressed love toward their children. Additionally, the findings revealed regardless of how families were marginalized, they still supported their children's learning and aspirations.

According to a study conducted by Hill and Craft (2003), teachers felt that if parents volunteered in their child's class, they valued their child's learning more than families who could not volunteer. However, Goodall and Montgomery (2014) explained that participation in school activities does not determine whether parents value their

child's education. Also, they elaborated that the timing of school activities, meetings, and location of school functions could hinder parental engagement with school, but this may or may not influence parental engagement with their children's educational learning. Moreover, they further explained that many ethnic minorities families who face economic challenges or other barriers still value their child's education and have a strong desire to participate and be involved in their child's education (Goodall & Montgomery, 2014).

Auerbach (2009) conducted a study in an urban school that examined how administrators promoted meaningful family engagement. This research study focused on three research questions: (1) How do committed urban school administrators walk the walk toward meaningful family engagement? (2) What leadership beliefs, strategies, and contextual factors constrain the family engagement process? and (3) What can preparations programs for administrators learn from these role models? Participants included four administrators from a purposeful subsample of 35 Los Angeles Unified School District administrators. The participants included three Latino/a principals and one African American assistant principal, two males and two females (Auebach, 2009). All the principals were middle age with about 10-25 years of administrative experience. All four participants were principals at low-achieving urban schools.

The findings revealed that the administrators took a proactive approach to promoting family engagement in urban school settings. Additionally, the results showed that not all the activities that families engaged in were academic or school-based, but they partnered with families and the community to engage families in community-based activities. According to Auebach (2009), the leaders were implemented family engagement activities in line with their concerns about social justice and educational

equality. These leaders went beyond their desires to engage families, but they showed that it was possible to engage and partner with families from urban environment.

Cook et al. (2020) conducted a research study on race dialogue programs in an urban community. They explained that race dialogues programs may help family develop better school home and community partnerships and equality in urban educational practices. Moreover, they elaborated that implementing race dialogue programs can provide school stakeholders from different backgrounds opportunities to participate in bold conversations about racial disparities and how they affect students and families in urban communities (Cook et al., 2020). The race dialogues programs were guided by CRT because the researchers' goal was to explore how dialogue among school community members may impact school climate, enhance school-home-community partnerships, and promote equality and social justice in education.

Jeynes (2005) implemented a meta-analysis of 41 studies that examined the relationship between parental involvement and academic achievement in an urban elementary school. This research study was conducted because most research on parental involvement focused on the general population instead of families in an urban environment (Jeynes, 2005). The findings revealed that there was a relationship between parental involvement and students' academic success in an urban elementary school. Therefore, according to Ladson-Billings (2009), educators must implement culturally responsive practices to form trusting partnerships with economically challenged families and families with language barriers.

Culturally Relevant Practices

In today's U.S. Early Childhood, educators are faced with a continual increase of students from culturally diverse and underserved communities. The No Child Left Behind (NCLB) law signed in 2002 mandated that schools provide evidence that they are serving and meeting the needs of children from different cultural and linguistic backgrounds. Therefore, it is critical that educator implement culturally relevant practices to form trusting partnerships with underserved families to enhance students' development and academic achievement (Ladson-Billings, 2009; Moll et al., 1992; Edwards & White, 2018). Moreover, Ladson-Billings (1995) proposed culturally relevant pedagogy to identify, analyze, and solve real-world problems, especially those that result in social inequalities. Howard (2003) elaborated,

Culturally relevant pedagogy challenges teachers to acknowledge how deficit-based beliefs of diverse students continue to invade traditional school thinking, practices, placements and critique their thoughts to ensure they don't reinforce prejudiced behavior. Secondly, culturally relevant pedagogy recognizes the apparent connection between culture and learning and sees students' cultural capital as assets. (p.198)

Therefore, it is critical that early childhood teachers are open-minded and prepared for diversity and culturally relevant experiences. Understanding culturally relevant and responsive practices will prepare early childhood teachers who teach in urban communities to support all students from different cultural and language backgrounds (Ladson-Billings, 1995, 2009).

Moreover, implementing a culturally relevant curriculum can help teachers become socio-culturally conscious, have more affirming perceptions of students from diverse backgrounds, seeing themselves as responsible and capable or bringing social justice and equitable change into the schools, understand how learners from diverse

backgrounds construct knowledge, know about students' funds of knowledge, and design curriculum to build on student's background knowledge. Mette et al. (2016) conducted a research study to investigate the impact of teachers' driven professional development programs to address culturally responsive teaching practices in a school district in the Midwestern state.

Defining Family Literacy

Engaging families in family literacy practices is critical to building strong partnerships among families, schools, and communities. There are various viewpoints and definitions embedded within the term family literacy. Many scholars, teachers, and families take a narrow approach to family literacy. For example, Crawford and Zygouris-Coe (2006) described "family literacy" as dialogue. This dialogue consists of families coming together and sharing literacy dialogues. Also, Nai-Cheng (2016) conducted a study on the five pillars of the Family and Community Engagement (FACE) literacy program. The five pillars consist of early literacy, family involvement, access to books, expanded learnings, and mentoring programs.

This program focuses on helping parents and teachers understand that family literacy extends beyond the home. During the initial phases of the study, the participants explained their perspectives on family literacy. Most participants stated that family literacy focused on parents helping their children read at home. The participants' responses revealed that families and teachers had limited knowledge of family literacy (Nai-Cheng, 2016). Morrow et al. (1993) argued that family literacy is descriptive, not prescriptive. Therefore, they proclaim that it is essential to view family literacy in a

broader context, since families, schools, and communities have rapidly changed. For example, many scholars view family literacy as literacy practices that extend beyond parents and children collaborating with literacy at home. As stated by Ponzetti and Bodine (1993),

“Family literacy” encompasses a wide variety of programs that promote both parents’ and their children’s involvement in literacy-enhancing practices and activities. The primary purpose of family literacy programs is to improve the literacy of educationally disadvantaged parents and children, based on the assumption that parents are the child’s first and most influential teachers. (p.106)

Furthermore, research concludes that family members such as siblings, grandparents, and guardians influence children’s literacy development (Anderson et al., 2010; Nai-Cheng, 2016). Family literacy can include literacy practices in the homes, such as shared book reading, and literacy practices implemented in schools and communities, such as family literacy nights and community literacy programs. Implementing each family literacy component is vital for developing family literacy partnerships for students’ literacy success. Schools, homes, and communities can foster family literacy practices through literacy practices such as shared book reading, family literacy nights, and community literacy programs.

Family Literacy Home Practices

Shared Book Reading

Shared book reading is a family literacy practice that includes families and children reading books together. Grounded on Don Holdaway's (1979) research, shared reading practices model reading bedtime stories to students. Thus, reading books at home with families is beneficial to building young children's oral language skills (Sim, 2014). Case studies by Holdaway (1979) revealed that students who regularly read at home

could identify the book and print convention before entering schools. Home reading is a necessary family literacy practice for early literacy development and family literacy partnerships (Curry et al., 2016; Senechal, 2011). Families may reread books multiple times a day during shared reading time at home with their children. Shared book reading is a widely known literacy strategy that has provided robust evidence of children's literacy enhancement (Curry et al., 2016; Holdaway, 1979, 1982; Parkes, 1982, 2000). According to Edwards (2009), when families collaborate and participate in their child's literacy learning, they show their children that they value their education.

Sims (2014) conducted a previous study on two shared book-reading strategies in Austrian families' homes. The participants consisted of 80 families of five-year-olds who attended Prep school in the Austrian State of Queensland. The study revealed that the school collaborated with families to implement dialogic reading and print referencing in their homes as an intervention for eight weeks. Additionally, families collaborated with the school and participated in training sessions to model each shared book reading strategy. The study consisted of 42 boys and 38 girls. The researchers randomly assigned families to the shared reading intervention groups. Families in each group read pre-selected books to their children three times a week. The findings showed that the children receiving the shared reading intervention scores in vocabulary, rhyme, and print concepts increased significantly (Sims, 2014). There was no difference in the control group. The study's overall results revealed that families with assistance from the school could implement shared book-reading strategies as home literacy practices.

According to Anderson et al. (2010), home literacy practices can extend to other family members, such as cousins, aunts, uncles, and grandparents. These family members

could bring various combinations of traditional teaching to literacy practices. Mui and Anderson's (2008) research study of the Johar's family revealed how an extended family of 15 influenced shared literacy readings in the home. Curry et al. (2016) explained that family members are often excited about helping other family members with homework.

Findings from Taylor's (1993) ethnographic studies revealed that when families share stories, this can help parents introduce and teach their children how to decode and comprehend text. During these studies, young children experimented with reading, initiating the reading behavior of adults and older siblings. They shared stories about the books they read while looking at the pictures. Parents and children engaged in discussions about the images in the book, played guessing games with the photos and stories they were reading, exchanged terms and vocabulary for amusement effect, related what was happening in the story compared to their own lives, read their favorite stories multiple times independently and to their older siblings (Taylor, 1993).

Shared Book Reading in Urban Settings

Although shared book reading findings in the previous studies were beneficial for families, implementing family literacy practices may be difficult for families who are from underserved environments, have language barriers, or struggle to read themselves. Therefore, schools must collaborate with families to assist children's literacy development (Anderson et al., 2010; Nai-Cheng, 2016). Taylor's (1983) ethnographic research showed that parents assisted their children with decoding and comprehending written text as they read aloud together. According to Parks (2000), it is vital that books are readily available and accessible to students and families.

Curry et al. (2016) conducted collective case study research design comprised of three mothers from an urban community. The purpose of the study was to understand how home shared reading in urban settings affects literacy development. All participants selected lived below the national poverty level and qualified for the free school lunch program. The researchers examined dialogue among low SES mothers and their children engaging in shared book readings in an urban home. The research study focused on one question: What conventional exchange occurs between low SES mothers and their preschool children during shared reading interactions?

The research consisted of an eight-week collective case study of three mothers of preschool children from low SES settings. Curry et al. (2016) implemented interviews and recordings of the shared reading interactions of the mothers and their children. The first interview consisted of a divorced Hispanic mother of two children. The mother explained that she faced many hardships while working, attending school, and raising her children alone. The interview transcripts revealed that the mother understood the benefits of home and school relationships; however, she explained that she lacked time to read to her children. The mother acknowledged that her children's teachers reached out and collaborated with her family.

Additionally, she stated that the teachers supported her family by sending home reading backpacks. Although the household included reading resources, the mother explained that she relied on her children teachers to reach out with reading resources (Curry et al., 2016). The interview revealed that as the mother read with her children personal connections transpired in the home during the shared reading experiences.

The second interview involved a Caucasian woman of three children. Likewise, the mother explained that connecting with the school and teachers was challenging because of her busy schedule. However, after examining the interview transcripts, the participant revealed that she shared bedtime stories and completed reading homework assignments periodically with her children. In addition, she explained that the older sibling read to younger siblings. Observations revealed rich conversations and questions involved in the reading experience (Curry et al., 2016).

A Hispanic mother of two children explained that she implemented literacy practice by reading bedtime stories. She also explained that her older child would correct the younger siblings during their shared reading time. In addition, the mother engaged in redirecting the siblings as they read. The finding of the transcripts of the interviews showed that when the families did engage in home literacy practices, labeling, schema, and questioning were present.

Longwell-Grice (2006) conducted a research study in an urban setting that focused on literacy and home-school relationships. His research question focused on How to promote family literacy in ways that support the work of schools but still protect and build on a community's funds of knowledge? The study focused on the achievements and failures of a family literacy project in an urban elementary school that included children, teachers, families, and university faculty members. The purpose of the study was to make conclusions about how educators can focus on meeting the school's goals while understanding and accepting the needs of urban families.

The study took place in an urban school district with about 600 economically challenged students. Of these students, about 97% receive free and reduced breakfast and

lunch. In addition, about 10% of the students spoke a language other than English as their second language. The accomplishments of the school included recognition for minimizing the achievement gaps. Project FABulous united families and books by building on families' interests and helping their children's literacy skills. According to Longwell-Grice (2006), literacy involves reading as a critical factor in this study

Similarly, the research study conducted by Senechal (2011) revealed that when children participated in shared book reading at home with family members, they asked questions and gained a more in-depth understanding of the text. In addition, the findings revealed that the mothers' praise, attitude, and modeling influenced students' engagement and participation (p. 74). Thus, parent-child interactions are a critical component of the shared reading home literacy practices (Curry et al., 2016).

Family Literacy Partnerships in Urban Setting

School Family Literacy Nights

Family Literacy Night is a creative way for schools and families to collaborate and enhance literacy development. These initiatives consist of families and schools working together to engage in collaborative literacy activities to enhance literacy development. Furthermore, according to Colombo (2004), Family Literacy Night is a fantastic way to get English Language Learners to collaborate with schools. During Family Literacy Nights, teachers work with families with the skills needed to implement home literacy (Determan, 2017; Campbell et al., 2011; McGahey, 2005). Campbell et al. (2011) organized a Family Literacy Night Sponsored by the PTO. They explained that the goal was to show families activities their children were doing at school. The family

literacy night consisted of literacy games and activities, such as Literacy Jeopardy and Readers Theatre.

Families had an opportunity to share what they liked most and least. Several parents requested food during Family Literacy Night. However, Campbell et al. (2011) stated that they wanted to focus on reading and not eating. The scholars explained that many parents write letters acknowledging their gratitude for Family Literacy Nights.

According to the authors, one parent wrote,

We just wanted to let you know how much we enjoyed Literacy Night again this year. It is a beautiful way for families to spend time together. I appreciate all the teachers who give up their Friday evenings to spend at school. Our son loves seeing his teachers in an informal setting. We noticed an increase in participants this year, so hopefully, Literacy Night will become an annual event. Thanks again for a fun-filled evening. (Campbell et al., 2011).

Likewise, during Poetry and Art Night, the coordinator discussed her experience collaborating with families during family literacy night. She explained that Poetry and Arts Night helped students raise their reading and writing scores. The author explained that during Poetry and Art Night, each child has an opportunity to perform a poem in the auditorium. Students who did not recite poems participated in contests drafting persuasive essays. Families, teachers, and students took pride and ownership of the literacy activities implemented during Poetry and Art Nights. Moreover, families enjoy fun and collaborate with the school and community to improve their children's literacy skills. In addition, students express their excitement about literacy, because they see writing and reciting poetry to express themselves.

Similarly, McIntyre et al. (2002) described their experience and implementation of family Literacy Nights activities as engaging and informative.

During FABulous Family Night, teachers hosted small group sessions to understand families' interests and funds of knowledge. Adults answered interview questions about their child's interests, such as activities, book preferences, home writing, favorite school topics, and literacy concerns. Findings from the interviews helped plan and implement future FABulous Literacy Nights (McIntyre et al., 2002). Families received a handout that showed them how to help their children during reading and a laminated bookmark with reading prompts. The teachers modeled for parents and children how to draft poems. Families and children had an opportunity to write together.

The authors explained that students hung their poems on the wall when they returned to school. A survey showed that families, teachers, and students enjoyed and benefited from the Family Literacy Night at the end of the school year. Schools collaborating and engaging in family literacy practices are essential to forming a lasting, trusting relationship with families. Also, collaborating and engaging in community literacy activities can help families assist their children with literacy development. According to Epstein (2011), shared responsibilities highlight the cooperative effort in which educational organizations, programs, and families meet academic and social needs

Community Literacy Programs

Community family-literacy partnerships in urban setting focuses on helping children and their families work together to increase literacy development. Moreover, these programs allow families to engage in community literacy activities to learn skills to help their children at home. The FACE community Program focuses on five pillars: early literacy, family involvement, access to books, expanded learnings, and mentoring

programs. Participants focused on one of the Five Pillar of FACE responses each week in this study. After the course, participants completed an open-ended questionnaire about how the five pillars of FACE have improved family literacy. Participants who used the Five Pillar of FACE responded positively about being more aware of family literacy's multiple components.

In another study, Brown et al. (2019) conducted a biweekly five-week survey on Project Helping Parents Help Children (Project HPHC). This grant-funded book-bag program supported parents with becoming literacy coaches for their children. The study focused on teaching parents to provide effective literacy practices at home. The research question sought to answer how Project HPHC helped parents participate in family literacy activities. Members of this project provided parents with resources and strategies to help build their children's skills. Data collection consisted of pre-interviews, post-interviews, observation notes, exit interviews from students, exit interviews from teachers, and research reflection notes (Brown et al., 2019). The researchers recorded and transcribed from Spanish to English. Families received literacy coaching during round table discussions.

During the round table discussions, teachers modeled read-aloud so that parents could gain insight on how to do the readings at home in a significant and inspiring way. In addition, the round table consisted of families practicing with other families how to plan literacy activities. Finally, teachers coached parents on using DUCVIP (detail questions, contextual cue questions, critical thinking questions, vocabulary questions, inference questions, and personalization questions as coaching techniques to use during

their home book discussions). Findings concluded that families learned reading strategies that aligned with school expectations.

According to Brown et al. (2019), when home literacy practices model that of the school, all families, including those from diverse cultural backgrounds, help to prepare children for high-stakes literacy assessments. In addition, research shows that teachers have encouraged and helped families from diverse cultural and socioeconomic backgrounds to participate in their children's education and development (Hull & Schultz, 2001).

Kim and Byington (2016) conducted a study on the Family Storyteller Community Literacy Program for preschoolers. The study consisted of bilingual (Spanish and English) families and monolingual families (Spanish). The program placed high emphasis on teaching English to non or limited-English Speakers. Like the study conducted by participants who received material written in English and Spanish, the findings revealed that parents saw an increase in their home literacy practices and reading minutes at home. In addition, families reported that the literacy program benefited their children because they increased their child's home literacy activities.

Research shows that family literacy programs have benefited many families with literacy development. These programs have helped families support their children's literacy needs. In addition, family literacy programs help families communicate with teachers stay updated about school rules and expectations. Although community programs can help families connect with school, Crawford and Zygouris (2006) discussed various initiatives on how teachers can better connect and communicate with families. Findings showed that parents were pleased with the program. Kim and Byington (2016)

revealed that parents provide positive feedback about the Family Storyteller Community Literacy Program. He explained that families were amazed that their children were excited to read more books.

Challenges of Family Literacy in Urban Settings

Cultural and social barriers can have a significant impact on home literacy practices. To better understand and collaborate with families on literacy practices, Crawford and Zygoris-Coe (2006) contended that educators must move past the typical family literacy practices and connect with parents to understand their cultural barriers. Similarly, Cremin et al. (2012) explained that teachers must create a new connection between home and school to build on families' current literacy practices within the home.

Research shows that parents are more likely to help their children if they have high self-efficacy and favorable views of their learning abilities (Deslandes, 2001; Epstein, 2011). A study conducted by Levy et al. (2018) concluded that immigrant parents were not confident in assisting their children with literacy because of their lack of English knowledge. Findings showed that these immigrant families did not feel comfortable with curriculums because they did not embrace their cultural and social practices. In the study conducted by Kajee (2011), one immigrant parent was not confident implementing home literacy practices because she struggled with speaking the English language. Her limited English language influenced her decision not to implement home literacy practices. Additionally, one immigrant parent transitioned her child to a different school because the curriculum did not align with her knowledge and cultural

background. These home/school disparities can cause families to have low self-efficacy and feel inadequate.

Challenges such as school-home literacy discrepancies are critical barriers preventing families from implementing literacy practices and forming literacy partnerships. Senechal (2011) examined a home literacy model of minority families engaged in literacy activities. Many family literacy practices did not meet school expectations. According to Reeves et al. (2016), many minorities and impoverished families are not implementing the school's literacy practices. Instead, they engaged in informal and formal literacy practices according to their knowledge and personal preference. Therefore, it is critical for teachers to reach out and support families with literacy activities and their child's literacy development during remote learning.

Family Literacy Practices During Remote Learning

Due to the 2020 COVID-19 pandemic, many schools moved from face-to-face learning to remote instruction. This new way of teaching and learning forced many schools across the United States to shut down for specific periods. Therefore, many teachers were forced to teach literacy instruction remotely. Remote literacy instruction is how families and schools collaborate on literacy skills using technology away from school. According to Kaiper-Marquez et al. (2020), remote family instruction focuses on English language development using video conferencing to engage in literacy activities. Teachers had to effectively implement new teaching strategies to support family literacy practices and partnerships with parents. Neil Dukes shared effective small group strategies for remote literacy instruction with a group of teachers so they can better

support their students and families during remote learning. The online learning environment made it challenging for many urban families to engage in their child's literacy learning. This nationwide shutdown also made it difficult for many teachers to develop partnerships with families (Epstein, 2020).

To ensure quality instruction during remote literacy learning, it was critical for schools to provide families with needed material and to help them access and use technology for online learning. Research from Chamberlin et al. (2020) showed how one school continued to move forward with literacy instruction despite remote literacy learning during the global pandemic. In Texas, Starpoint School continued to implement successful literacy instruction despite learning literacy online. Findings showed that teachers met and collaborated daily and planned to implement instructional literacy strategies and form more significant partnerships with parents.

Teachers at Starpoint School used *SeeSaw* to monitor and assess what and how students were learned during online literacy instruction. The *SeeSaw* platform was designed so students could read and annotate what they read using their digital journals. Moreover, the *SeeSaw* platform provided opportunities for students to read and respond in multimodal formats to do assignments (Chamberlin et al., 2020). For example, students could do their class and homework assignments using digital journals, voice recordings, photos, online visuals, and video productions.

To help build and develop fluency skills and poetic rhythms, teachers at Starpoint School created a Mystery Reader Program. This program allowed students to hear fluent readers as they participated in a novel study during online literacy instruction. The Mystery Reader Program was also how teachers reached out and formed partnerships

with families (Chamberlain et al., 2020). For example, the Mystery Reader was a family or community member who visited the online class and read a book. To make it fun and engaging, the mystery person was kept a secret until it was time to read to the class. According to Chamberlin et al. (2020), Starpoint School also used the *Zoom* digital platform to conference with families to support various needs and disabilities. To help support students' literacy development, students at Starpoint School created and shared videos and special school announcements with their classmates.

Similarly, other scholars have shared various practices for families to collaborate during remote learning. For example, Pohan (2020) explained that implementing synchronous video conferencing, breakout rooms, discussion boards, blogs, and Twitter entries is a beneficial way to collaborate for remote literacy learning (Pohan, 2020).

Many schools transitioned from face-to-face to in-person learning to learning at home online during the COVID-19 pandemic. Kaiper-Marquez et al. (2020) explained this instructional shift by elaborating on the term "emergency remote teaching." The term developed in 2020 because of the COVID-19 pandemic. The global pandemic caused an emergency shutdown of schools across the country (Affouneh, 2020). "Emergency remote teaching" is a short-term resolution to an immediate dilemma (Kaiper-Marquez et al., 2020). This term differs from online education, because online education has a well-thought-out plan, unlike "emergency remote learning." The transition from face-to-face learning to remote learning has changed family literacy dynamics in homes and schools (Kaiper-Marquez et al., 2020). Moreover, distant learning has caused a significant shift in implementing family literacy partnerships.

Usually, families will participate in family literacy programs in person, but because of the COVID-19 pandemic, some families have engaged in family literacy education via technology. Kaiper-Marquez et al. (2020) conducted a recent study on family literacy and remote learning during the COVID-19 pandemic. This case study focused on how teachers at the Goodling Institute for Research in Family Literacy worked with the Family Pathway program to transition from face-to-face family literacy education to remote literacy. The Family Pathway served eight immigrant families who participated in remote learning during COVID-19 from 2019-2020. The study consisted of five families totaling 12 children, with three of the families classified as impoverished. At the program's start, families took online resource evaluations to determine the resources they needed for remote learning. Like face-to-face parent education training, the families learned how to implement literacy activities to practice at home with their children. Families received online videos and online activities to use as asynchronous lessons. In addition, the parents received a weekly online literacy course with their children.

Also, homework continued to be a part of remote teaching as supplemental activities for families to do at home. The lessons focused on grammar punctuation. Teachers concentrated on vocabulary associated with COVID-19. Additionally, families engaged in reading passages linked to a global pandemic. Teachers stated that they went to families' homes to deliver literacy packets. Parents logged in for weekly reading via *Zoom* to listen to teachers read and discuss literacy activities (Kaiper-Marquez et al., 2020).

Challenges of Remote Literacy Learning

Although there were successful moments during remote literacy, it also had challenges. Teachers explained that online lessons for parents and children were more time-consuming than face-to-face classes. Families face technical difficulties. In addition, students will log in and interrupt when families have private sessions. Similarly, Beschorner and Hutchison (2016) conducted a case study comparing families who participate in face-to-face parent education versus remote parent education. The findings showed that only students mothers attended online parent education, whereas during face-to-face several family members attended.

Summary

Previous studies have indicated the benefits of home school collaboration (Levy et al., 2018; Curry et al., 2016). However, only four studies in this research have addressed literacy practices in remote learning (Kaiper-Marquez et al., 2020; Pohan, 2020; Chamberlin et al., 2020). This research study aims to understand teachers' perceptions and experiences of family literacy practices and partnerships in urban schools during remote learning. It is critical that parents from urban environments understand their role in their child literacy development.

According to previous research, when school, home, and communities develop partnerships, it benefits a child's development and overall academic (Edwards, 2004; Epstein, 1983; Henderson & Mapp, 2002; Stefanski et al., 2016). Furthermore, studies show that school, home, and community partnerships significantly impact students' literacy development (Anderson et al., 2010; Taylor, 1973; Taylor & Dorsey-Gaines,

1998). Involving parents and families in their child's education is a critical component forming family-school partnerships.

CHAPTER 3

METHODOLOGY

The qualitative method implemented in this research study seeks to understand teachers' perceptions and experiences of how urban families, schools, and communities engage in family literacy practices and partnerships during remote learning. This chapter will discuss the research design, philosophical assumptions, data collection procedures, data analysis procedures, establishing credibility, the role of the researcher and research permission, and ethical considerations.

This study used semi-structured interviews to gather data. This study's central research question was: “What are urban teachers' perceptions and practices of family literacy partnerships during remote learning?” The sub-questions included the following:

1. “How has remote instruction influenced urban teachers' beliefs about family literacy partnerships?”
2. “How have urban teachers engaged in culturally responsive family literacy practices and partnerships during remote learning?” and
3. “What perceptions do teachers have about family literacy partnerships during remote learning?”

Research Design

This study consists of a qualitative research design to explore urban teachers' perceptions and experiences of how families, schools, and communities engage in family literacy practices and partnerships during remote learning. A qualitative research method consists of an informative and naturalistic approach to the world (Creswell & Poth, 2018). Qualitative researchers study the experiences from the participants' perspectives. They seek to understand or interpret a sensation in their natural settings using field notes, interviews, conversations, photographs, recordings, and memos (Merriam, 2016; Mertens, 2015). The researcher examined urban teachers' family literacy practices and partnerships for exploration and understanding during remote instruction. According to Rossman and Rallis (2017), qualitative research consists of constructed information about a topic. It places high emphasis on metrics and the data that is collected.

The benefit of qualitative research for this study is to help the researcher understand what is happening in the participants' minds. The researcher implemented a qualitative research methodology to understand urban participants' perceptions and experiences of family literacy practices during remote learning. Therefore, the researcher conducted interviews and gained firsthand information by talking directly to the participants. This allowed participants to share their stories and voices. Also, qualitative research was implemented because the researcher wanted to collect data from the exact location of the participant's experiences. The goal was not to bring participants into a lab and control the environment or participants, but the researcher wanted to focus on the multiple perspectives of the participants.

A case study is the best fit for this research study because the researcher sought to understand a specific concern or problem. Furthermore, case study research is initiated by clearly identifying a particular case or cases described and investigated (Creswell & Poth, 2018). The researcher implemented the case study method of Merriam (1998), who "explained that critical philosophical assumption upon qualitative research is the construction of reality by individuals interacting with their social worlds" (p. 6).

According to Merriam (1998),

A case is a thing, a single entity, or a unit around boundaries. For example, a case could be a group, a school, a community, a person, a program, an institution, a process, a specific policy, or a social unit. (p. 27)

According to Creswell (2013), bounded means that the case is separated by time, place, or some physical boundaries. This case study is descriptive, and the individuals the researcher will collaborate with during the analysis will constitute the bounded system. The case studied in this research was Ross Academy Elementary School. The researcher purposely selected an elementary school within an urban district in the southeastern United States to discover teachers' perspectives in an urban school. The research consists of no more than eight teachers from Ross Academy Elementary School.

Case study research is a research approach used to describe complex experiences, such as recent events, essential issues, or programs, to uncover a new and more in-depth understanding of these experiences (Creswell & Poth, 2018). A case study seeks to gain meaning and knowledge of a specific issue derived from qualitative research. According to Merriam and Tisdell (2016), the unit analysis helps to determine whether the research qualifies as a case study. The unit analysis in this study is one school, Ross Academy Elementary, which is in an urban school district. Since the researcher was also a teacher

at Ross Academy Elementary. She used a peer reviewer to avoid personal bias and set aside personal viewpoints of family literacy practices and partnerships during remote learning. The peer reviewer, an expert in the field, reviewed the interview protocol questions before giving them to the participants. Additionally, the dissertation committee members reviewed and examined the interview protocol questions. Setting aside personal bias and perspectives allowed the researcher to better understand family literacy practices during remote learning in an urban setting.

Philosophical Assumptions

A paradigm is how an individual views the world around them. Paradigms frame what we know, what we can learn, and how we can understand it. These paradigms include post-positivism, social constructivism, transformative, pragmatism, and positivism (Creswell & Poth, 2018; Mertens, 2015). In this study, the researcher applied the interpretive framework of social constructivism. According to Creswell (2013), social constructivism is an interpretive framework where individuals try to understand and develop meaning related to their experiences. Social constructivism was visible in this research because the researcher was located within the same environment where the research was conducted. Therefore, the researcher could engage in social interactions with the participants at Ross Academy Elementary. The researcher conducted interviews to get close to participants to hear their voices on how they implemented family literacy practices and partnerships during remote literacy instruction.

The researcher acknowledged that the world is socially constructed and rejected the idea that the world exists independently of our knowledge of it (Marsh & Furlong,

2010). Moreover, the researcher held the position of ontology, which states that there are multiple realities (Creswell & Poth, 2018; Mertens, 2015). Furthermore, the researcher believed that there are multiple realities and that each participant's perceptions and experiences of teaching literacy during remote instruction were all valuable (Marsh & Furlong, 2010).

This ontology anti-foundationalist position is visible because of the belief that interpretations and understanding of one social experience affect outcomes (Marsh & Furlong, 2010). The researcher's interpretations of the teachers' experiences who taught literacy during remote instruction were crucial and could only be clearly understood by talking directly to the participants. This aligned with social constructivism because the researcher implemented interviews to get close to participants to understand their experiences.

Epistemology focuses on subjective experiences of closeness with participants where they live or work. There was a link between the researcher and the research subject. The association consisted of the researcher teaching remote instruction at the same urban school as the participants. Therefore, the epistemology of the researcher is interpretivism. Interpretivism is the epistemology that undergirds social constructivism because it maintains that truth and knowledge are socially constructed by human beings. However, the researcher's goal was not to discover what was true, but the goal was to understand and interpret the multiple realities of the participants. Furthermore, interpretivism believes that the research findings are dependent on the researcher's interpretation (Goran, 2012). Therefore, the researcher used her subjective and objective interpretations to define the meaning of the experience and beliefs of how urban teachers

at Ross Academy Elementary implemented family literacy practices and partnerships during remote learning.

Research Site

The researcher conducted this research at Ross Academy Elementary School. It was one of the 42 schools located in a metro area in the southeast. Ross Academy was part of a Title I school district that consisted of 19 elementary schools (K-5), nine older elementary schools (K-8), eight middle schools, and seven high schools. The student population at Ross Academy Elementary was 810 and served Pre K-5. According to the demographics, there were approximately 2,500 students, with 95% African American, 9.1% Hispanic, and 1.6% White. The percentage of Ross Academy students on free and reduced lunch assistance was 75.3%. This was slightly higher than the state average of 53.9%. This indicates that the area had a higher poverty level than the state average (Neighborhood Scqut, 2022). The student-teacher ratio was 19:1. Ross Academy consisted of 49% female students and 51% male students. The students enrolled at the school comprised 80% of students at an economic disadvantage (Neighborhood Scqut, 2022). Ross academy consisted of 85% African American Teachers and 15 % White teachers. In this research study, urban is more positively defined by current research. For example, Milner (2012) described urban emergent as a city or densely populated area with some characteristics and sometimes challenges in terms of resources, qualification of teachers, and academic development or students (Milner, p. 560).

Target Population and Sample

There were 45 teachers at Ross Academy Elementary School. At the research time, the school consisted of four pre-K teachers, 24 total K-3 teachers, four special education teachers, one ESL teacher, six fourth grade teachers, and six fifth grade teachers. Only grades K-3 were selected as the targeted population because the researcher was interested in the early childhood population. The sample for this study consisted of eight teachers from the target population who experienced teaching literacy and practiced family literacy partnerships during remote learning.

The researcher purposely selected Ross Academy Elementary School for the following reasons: (a) it was an urban school, (b) the researcher could not get as close to participants as other schools in the district due to the district's COVID-19 pandemic restrictions, and (c) the school offered family support meetings and family engagement activities remotely for families, such as Instructional Literacy Nights and Family Focus Groups. Additionally, the researcher worked in the same urban school district and school as the participants. It was easier to access the desired pool of participants because there was only one gatekeeper. The gatekeeper was the principal who provided the researcher with permission to conduct the study at Ross Academy Elementary School.

The Rationale for Early Childhood Literacy Teachers

The researcher only selected grades K-3 because the researcher was interested in the early childhood population. The early childhood population was interested because of the intense focus on literacy and interactions of families around literacy. Moreover, the researcher seeks a degree in early childhood with a specialty in literacy; therefore, the study is relevant and adheres to the degree program requirements. Thus, the sample for

this study consisted of eight teachers from the target population who experienced teaching literacy and practiced family literacy partnerships during remote learning.

Sampling Procedures

The researcher purposefully selected the eight participants for this study. Purposeful sampling best fits this research study because it involves identifying and selecting knowledgeable participants about the experience or phenomenon studied (Creswell & Poth, 2018). The criterion sampling was implemented in this research to confirm that each participant experienced teaching literacy and implementing family literacy partnerships during remote learning. Therefore, the researcher interviewed two teachers from each K-3 grade level who met the following requirements: had five years or more teaching experience, implemented literacy instruction during remote learning, and responded by email for consent to participate in the study. Selecting two participants from each grade level allowed the researcher to examine various perceptions and experiences of family literacy practices of the participants during remote learning. In both kindergarten and third grade, only two teachers met the above requirements to participate in the study.

Table 1

Summary of Participant Demographics

Participant/Grade	Gender	Years of Teaching Experience	Years Teaching Literacy	Highest Degree Obtained
T1- K	M	20	20	Masters
T2- K	F	17	17	Masters

T3- 1 st	F	25	25	Masters
T4- 1 st	F	20	16	Masters
T5- 2 nd	F	20	20	Masters
T6- 2 nd	F	19	19	Bachelors
T7- 3 rd	M	5	3	Masters
T8- 3 rd	F	17	17	Masters

Recruitment Procedures

The researcher requested and received approval to research from the principal at Ross Academy Elementary School in an urban school district (Appendix B). After approval, the PI emailed potential participants a recruitment letter/information sheet via email, asking them to respond to the email to establish a time for an interview if they wanted to participate (Appendix C). Participants in this study who reviewed the informed consent (Appendix D) and replied to the email with their consent were allowed to participate in this study. The sample for this study consisted of eight urban teachers from Ross Academy Elementary School who experienced teaching literacy during remote learning. Interviews were conducted with two teachers from each grade K-3 grade level who implemented literacy instruction during remote learning. This study was voluntary for participants. The participants were reminded that they could drop out of the study.

Data Collection Procedures

This case study consisted of personal interviews, lesson plans, and video recordings of family literacy practices and partnerships during remote learning. The researcher interviewed teachers about their perceptions of family literacy practices and partnerships during remote instruction. Additionally, the researcher transcribed all

participants' interviews and analyzed lessons and video recordings of teachers involving families during remote learning.

Interviews

The first method of data collection consisted of participants interviews. The interviews conducted over the course of one month. The researchers implemented interviews comprised of questions to gain a greater understanding of the experiences of participants (Appendix E). Data was collected using open-ended interviews. Open-ended interviews provided an excellent opportunity for the researcher to ask follow-up questions. Due to the COVID-19 pandemic, the researcher conducted one interview with each participant in their classrooms between 45-60 minutes.

Conducting interviews provided the researcher with an opportunity for openness and probing. The researcher asked the same open-ended questions to each knowledgeable interviewee who experienced teaching literacy during remote learning. The interview questions focused on how the participants perceived and experienced family literacy practices and partnerships during remote learning. The interview questions were designed to represent social constructivism by centering the questions around the social interactions of the participants and families.

Lesson Plans

The second method of data collection was lesson plans. Obtaining lesson plans helped to further understand how participants involved in family literacy practices and partnerships during remote learning. Participants copies of lessons plans revealed how they were involved in family literacy practices and partnerships during remote learning. The lesson plans showed how teachers planned lessons and implemented strategies to

support family literacy practices. The two teacher participants on each grade level co-planned lessons. Therefore, a total of four lesson plans were reviewed and analyzed for this study.

Video Recordings

The third method of data collection consisted of video recordings. The participants video recording was used to see the captured experiences of how teachers engaged in family literacy practices and partnerships during remote learning. According to Richard and Lockhat (1996) the advantages of video recordings are that the data recording can be repeated and analyzed multiple times and can represent numerous lessons details that is difficult to capture by another instrument.

Data Analysis

This study consisted of a thematic analysis because the researcher sought to understand participants' experiences from qualitative data such as the participants' interviews. Also, the researcher implemented a thematic analysis in this research to find various patterns and themes from the participant. This allowed the researcher to see and have a clearer understanding of the in-depth stories of the participants and how they connect with other participants. Therefore, the researcher searched across the data set of participants' interviews and found repeated patterns of meaning (themes) embedded within the data. One of the most significant benefits of thematic analysis is its flexibility. Thematic analysis is flexible because it allows the researcher to determine themes and occurrences in many ways. Deductive thematic data consists of the researcher bringing preconceived pieces based on prior knowledge. A deductive thematic approach was

implemented in this research because the researcher approached the data with existing knowledge from the literature.

The study used a semantic process involving analyzing explicit data content. The researcher sought participants' stated opinions and implemented a systematic approach to analyze the data. The data analysis in this research included Braun and Clarke's (2014) six-step framework. The six-step framework consists of familiarization, coding, generating, reviewing, defining, naming, and analyzing. Based on Braun and Clarke's (2014) recommendations, the researcher became familiar with the data by rechecking the data before studying specific items.

Familiarizing with the data is a process that occurs at the beginning of data collection. According to Braun and Clarke (2006), familiarization is a way of gaining greater insight into a mass amount of data. During the familiarization step, the researcher personally attempted to gain knowledge by immersing in the data set. In addition, familiarization helped the researcher observe casual observations while re-listening or re-watching audio or video. During the familiarization stage, the researcher transcribed data by note-taking while reading and rereading data.

Next, the researcher separated the data into themes by coding and reducing the data into smaller meaning segments. When implementing a thematic analysis, the researcher must determine what counts as a theme (Braun & Clarke, 2006). Unlike making casual observations, coding focuses on identifying relevant data within individual data items and then labeling this with a brief-phrase (Terry et al., 2017). This process highlights and captures meaning to the researcher and captures their interpretation. According to Terry et al. (2017), there are no right or wrong codes. The codes generated

should include meaning to the researcher (p. 6). The thematic analysis does not require the researcher to code every data line. The researcher may not need to look back at the data if the code contains essential information about the data (Braun & Clarke, 2013). Following this, the researcher coded the data in a table by highlighting specific sections and phrases of the text. Then the researcher generated a code to describe and gain an overview of participants of the critical points and shared meanings (Braun & Clark, 2014).

After coding, the researcher transcribed all interviews and any recorded notes and reflections from each participant. The data was then converted into words and sentences and organized in folders for accessible locations. In the initial process of transcribing, the researcher collected, read, and reviewed all data transcripts multiple times to gain greater insight into participants' semi-structured interviews. Second, the researcher broke apart the data by writing memos in the margins of fieldnotes. According to Creswell (2013), writing notes is beneficial for the initial examination of the database. The messages consist of short phrases or key ideas from the reader. This approach allowed the researcher to reflect on more extensive views in the data and develop.

The researcher examined the codes and identified patterns to determine a theme. The codes consisted of a brief description of what the participants said during the interview. The researcher coded and combined codes into one broad theme. For example, some of the codes in this research consisted of technology issues, lack of participation, not accessing assignments, limited internet connection, and parents' busyness; these codes were coded into one theme titled barriers to home-school collaboration. In the fourth stage, the researcher reviewed the themes to accurately interpret the participants'

interviews. A list of themes discovered from the data is included in Appendix G. In step five, the researcher defined and named themes. Finally, in step six, the researcher implemented an analysis write-up. The researcher used direct quotes from the participants' interviews to write the data analysis and study results.

Establishing Trustworthiness

The researcher ensured trustworthiness significant to qualitative research: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability (Mertens, 2015). For example, to confirm credibility, the researcher examined participants' transcripts to find similarities among all participants in the study. Then, the researcher summarized the given information and checked with all participants to ensure accuracy.

According to Mertens (2015), transferability is how the research findings enable research readers to decide on similarities and differences when comparing the research to other contexts. Other contexts can consist of similar situations, similar populations, and similar phenomena. In this research, the research methods remained constant among participants. This study uses thick descriptions to show that the research study's findings can be applicable in other contexts, circumstances, and situations (Creswell & Poth, 2018).

Confirmability in research study ensures the findings are based on the participants responses and not any bias or personal incentives from the researcher. According to Creswell (2013) this entails confirming that the researcher preference does not distort the interpretation of what the participants said to fit a certain narrative. The researcher

addressed confirmability by reviewing participants' quotations while looking through the data to understand their authentic voices.

This study used thick descriptions to ensure the data could be transferred to different contexts. A thick description is an extensive and careful description of the time, place, context, and culture (Mertens, 2015). To contribute to the thick description of this research, the context of this study consisted of an urban school with about 90 percent African American students and predominantly African American teachers. The participants represented a range of teaching experiences at the school. One of the participants only taught at the school for three years, four of the teachers taught at the school for between five-seven years, and the other two teachers had been teachers at Ross Academy for 10-15 years.

The school often has a high teacher turnover rate, which could influence how teachers form partnerships with their families. Teachers mainly focus on traditional routines and rituals that implement the school's curriculum basic instruction. The school regularly has patterns and behaviors of implementing family activities. Families are welcomed into the school to support and participate in school-based activities. However, the school and the teachers typically initiate the actions, not the families.

Verification Procedures

To ensure internal validity, interviews were implemented, along with the review of lesson plans and video recordings. According to Creswell (2013) triangulation of data consists of data being collected from multiple sources. In this study data was collected using interviews, lesson plans and video recordings. The researcher conducted member

checking and peered debriefing to ensure credibility—member checking for feedback on the findings from the teacher's interview. According to Merriam and Tisdell (2016), member checking checks the accuracy of what the researcher reports the participants are saying or doing. In addition, member checks permitted the researcher to have more credibility because the participants can verify that they were accurately understood and represented; therefore, member checking can contribute to trustworthy findings. The researcher shared a draft of the participants' responses to comments.

Finally, the researcher engaged in an extended collaboration with a peer with the results, conclusion, and analysis. The researcher allowed a peer to look at the codes and themes to ensure the themes were consistent with the themes the researcher interpreted. This was done after each collecting all interview data from all participants. The peer reviewed the findings and provided feedback on the codes and themes. Finally, clarification of the researcher bias is expressed in the role of the researcher.

Role of the Researcher

The researcher is the tool and the instrument of qualitative research. Rossman and Rallis (2017) describe researchers as more than just instruments or tools. Researchers investigate and acquire knowledge; therefore, the researcher is the learner. The authors refer to researchers as researcher-learners. Researchers are the receiver of a study and actively understand all research components. Researchers need to be willing to reflect. Reflection is highly recommended for researchers better to sense their topic and themselves (p. 40). Collaboration with individuals in an individual's circle and a community of discourse can enhance and strengthen an area of research (p. 24).

Qualitative research is not one-sided but collective and interactive with various study areas.

According to Rossman and Rallis (2017), the researchers' background and personal history help to establish and build research. Therefore, before researchers dive into research, they must have a clear perspective on their study area. Researchers can do this by making sure they are passionate about investigating and evaluating their topic, analyzing previous research on their subject, and being open-minded on various viewpoints about their research topic. Qualitative research can become harmful when researchers have a personal bias when collecting data.

The researcher's relationship with the participants shared similar teaching experiences with the participants in this study. The researcher worked in the same school as the participants. The researcher was a teacher and taught remote instruction simultaneously with the participants. However, the researcher conducted math instruction remotely instead of remote literacy instruction. Also, the researcher taught 5th grade instead of teaching grades K-3. The researcher was open-minded to various viewpoints about the research topic of understanding urban teachers' perceptions and experiences of family literacy practices and partnerships during remote learning. The researcher attended to this by accepting the multiple realities of the participants., in addition to techniques of member checking and peer review.

The researcher for this qualitative study acted as the tool and instrument. The researcher investigated and acquired knowledge and became the learner in this qualitative research study. The researcher actively engaged in finding an in-depth understanding of

all components of this research since the researcher's background in teaching and working with families and students during remote instruction.

Ethical Considerations

The interviews were recorded using a password-protected mobile device. The recordings were then transferred and uploaded on the researcher's computer into the Microsoft Word translation program. After files were transferred to the researcher's computer, the data was password-protected, and the laptop was locked at all times when not in use. Once the recording was transcribed, the researcher deleted the recording from the mobile device. Once the files were uploaded to the researcher's computer, the transcripts were printed. The researcher placed all notes from interview responses and recorded communication transcripts in a locked file cabinet. In addition, the researcher submitted an expedited application to the Institutional Review Board (IRB) to secure approval before researching this study.

Additionally, the researcher used member checking to check the accuracy of the findings from the direct quotes of the participants. In addition, member checks permitted the researcher to address credibility because the participants can verify that they were accurately understood and represented; therefore, member checking can contribute to trustworthy findings. The researcher shared a draft of the participants' responses to view.

CHAPTER 4

FINDINGS

This qualitative research study aimed to understand urban teachers' perceptions and experiences of family literacy practices and partnerships in schools, homes, and communities during remote instruction. This chapter analyzes participants, data analysis, themes, and data collections from participants' interviews.

The research implemented Braun and Clarke's (2006, 2014) thematic analysis to analyze the data collection. The researcher identified four themes across all eight interviews. The themes were derived from the open-ended interview transcripts, lesson plans, and video recordings.

Participants

This study included eight K-3 urban teachers who taught literacy during remote learning. The participants included T1, T2, T3, T4, T5, T6, T7, and T8. Table 1(pages 56-57) 2 display teachers' demographics and grade levels they taught during remote learning. T1 and T2 were kindergarten teachers, T3 and T4 were first-grade teachers, T5 and T6 were second-grade teachers, and T7 and T8 were third-grade teachers.

Pseudonyms replaced this study's teachers' and schools' names for confidentiality. The participants gave their consent and participated in semi-structured interviews.

Data Analysis

The researcher implemented the six steps of Braun and Clarke's (2014) framework to complete the data analysis. Guided by Braun and Clarke's thematic analysis approach, the researcher chose a reflexive thematic analysis to answer the research questions about the experiences of the given phenomenon (Braun & Clarke, 2013). A critical component of Braun and Clarke's reflective thematic analysis approach is how the researcher analyzes the data. Braun and Clarke (2006) suggested that the researcher begin the data analysis by investigating the research question. Therefore, the researcher first examined the perceptions and experiences of family literacy practices and partnerships in schools, homes, and communities. The researcher employed a systematic approach to analyzing the data. Braun and Clarke's six steps of thematic analysis consist of familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up the analysis. The researchers implemented the steps in Table 2 to analyze the data: (See Table 2).

Table 2

Breakdown of Phases in Thematic Analysis

Familiarization	1. Immersed self in data and transcribes data with note taking.
Coding	2. Separated data into themes by coding and reducing the data into smaller meaning segments
Generating Themes	3. Organized, read, and reviewed all data transcripts multiple times to gain greater insight into participants' semi-structured interview.
Reviewing Themes	4. Reviewed the themes to interpret participants' interviews accurately.

Defining and Naming Themes	5. Examined the codes and identified patterns to determine a theme.
Writing the Analysis	6. Wrote the analysis.

Becoming Familiar with the Data

Based on Braun and Clarke's (2014) recommendations, the researcher became acquainted with the data by reviewing all the data before analyzing specific items. To become familiar with the data, the researcher read and continued re-reading the transcripts from all participants. In addition, the researcher made rough notes and recorded impressions of participants from each interview.

Generating Initial Codes

After making notes, the researcher organized the data in a meaningful and systematic way to generate initial codes. This process consisted of the researcher breaking apart substantial amounts of data into small pieces of meaning. Next, the researcher coded data that was interesting and relevant to the research question. Since the researcher employed a deductive analysis in this study, line-by-line coding was irrelevant (Braun & Clarke, 2014). The researcher used open coding because there were no initial pre-set codes. However, after the researcher finished the familiarization stage of the data, the researcher had initial ideas about the codes.

For example, the importance of families working with a child with reading and literacy skills at home before they attend school was an issue that kept coming up in all the interviews. These statements were relevant and in line with the central research

question. Thus, after becoming familiar with the data, the researcher gained some initial ideas about the codes. Next, the researcher printed a hard copy of the transcript, used a highlighter, and worked through each interview to code all relevant text portions that addressed the research question. Additionally, the research coded the discussions in a Microsoft Word document and highlighted and coded essential data.

Identifying Themes

According to Braun and Clarke (2006), the researcher must decide what counts as a theme when implementing a thematic analysis. However, Braun and Clarke (2014) explained that themes do not appear but are conceptualized based on the data and the research question. Conceptualizing themes does not derive from everything participants said about a particular topic; however, theme development in reflexive thematic analysis focuses on meaning-based patterns. The themes in this research express the meanings and representations of the interviewed participants. As Braun and Clarke (2006) explained, the researcher is the storyteller interpreting data through the lens of their cultural membership and social positioning, theoretical assumption, ideological commitments, and scholarly knowledge. The researcher applied thematic analysis to the data. As a result, the researcher recognized four critical themes from the data relating to family literacy practices and partnerships.

Themes

This research study explained the importance of family literacy practices and partnerships during remote learning. This belief seems to have encouraged participants to

reach out and collaborate with families during remote literacy instruction. In addition, participants described the challenges and benefits of implementing literacy during remote learning. The four main themes derived from the analysis were: (a) Parents’ Role in Literacy Learning, (b) Partnerships through Parental Involvement, (c) Value of School-Home Collaboration, and (d) Barriers to Family Literacy Partnerships.

Table 3

Summary of Themes and Subthemes

Themes	Subthemes
Theme 1: Parents Role in Literacy Learning	<ul style="list-style-type: none"> - Parents as Role Models - Creating Literacy-Rich Environments - Exploring Literacy in Everyday Life
Theme 2: Partnerships through Parental Involvement	<ul style="list-style-type: none"> - Flexible Modes of Communication - Opportunities for Participating/Volunteering - Supporting Home Literacy Learning - Community Collaboration
Theme 3: Value of Family Literacy Collaboration	<ul style="list-style-type: none"> - Literacy Progress - Building Positive Relationships
Theme 4: Barriers to Family Literacy Partnerships	<ul style="list-style-type: none"> - Lack of Accessibility - Balancing Other Responsibilities - Unprepared and Lack of Training

Background Information of Themes

Theme one focused on the role of parents in their child’s literacy learning, creating a literacy-rich environment through collaborative reading, and ways families can implement family literacy practices in their everyday life. The second theme was derived from participants’ responses to how they implemented family literacy partnerships during remote instruction. The findings showed that the involvement of parents in their child’s literacy learning was a critical factor in developing family literacy partnerships during remote education. Therefore, theme two focused on how participants implemented

family literacy practices and partnerships during remote learning. As participants described their family literacy practices and partnerships, they expressed the importance of family literacy partnerships during remote instruction. Therefore, the researcher identified the third theme as the value of involving parents in their child's literacy learning. The final theme of barriers to school-home collaboration was derived from participants' a collection that some participants face while teaching literacy online during remote education.

Theme 1: Parents' Role in Literacy Learning

Parents' role in their child's literacy learning was the theme that often appeared in the participant's interviews. All participants described family literacy as literacy practices that parents must practice at home. All participants believed that parents are role models for their children. Therefore, they stressed how critical it is for parents to be the first source of learning during their child's literacy development. All participants agreed that parents must read to and with their children to develop their literacy skills during remote learning. They articulated the importance of families creating literacy-rich environments to support their child's literacy learning. This theme consists of three subthemes (a) parents as role models in literacy learning, (b) creating literacy-rich environments, and (c) exploring literacy in everyday life.

Parents as Role Models

Participants explained that parents have the most crucial role in ensuring their child learns the necessary literacy skills. When asked to define family literacy, participants shared that parents must model literacy practices outside of school. T7 stated,

I think parents must be the initial ones to help their child with literacy learning at home. They should take the leading role in modeling and teaching their children literacy skills. I sometimes think that many parents believe that teachers are the only ones responsible for teaching their children to read and write. Considering parents are the ones that share personal space with children, they should make sure they are reading themselves in the home as well.

When asked to describe family literacy, T1 explained how parents are responsible for modeling how to read. Parents should be the intentional role models for teaching their children to read and write. She believed that parents should understand that everything they do in front of their children is a learning experience. She explained that parents must take the time to read themselves, then maybe if their children see them reading, they will appreciate reading more. Also, when asked about her definition of family literacy, T4 described her view of family literacy by sharing a personal story. She stated,

I would mimic my mom when she would look in magazines in the house. She would always have magazines on the living room table, and she would always flip through them when she was in her quiet time. I could not read, but I remember seeing her looking in those books. Since I saw her, I would flip through the pages. I remember flipping through not knowing the words; however, I pretended to read even the terms I did not know.

In giving her definition of family literacy, T3 explained that it is essential for parents to be involved in their child's learning. She mentioned how children are like sponges and mimic what they see. She added that since children learn from their environment, parents must start the learning process at home. She stated that she believes

parents are the first responders for their child's literacy learning, and they must model this at home. When giving her definition of family literacy, T8 expressed:

In my opinion, family literacy is parents first working with their children at home with literacy. These activities can include learning the alphabet, writing their names, and playing reading games. I think parents must take the time to teach their children at home before their children attend school. I taught my children literacy skills before they entered grade school. When they finally entered grade school, they were already equipped with foundational skills.

Creating Literacy-Rich Homes

When describing family literacy, participants mentioned parents' role in creating literacy-rich homes several times. Some participants saw the benefits of other family members, such as siblings reading at home with students. T5 stated,

Parents and their children must have time to come together and read. Family literacy is a bond when the parents and children read a book at home. In addition to parents reading with their children, big sisters and big brothers are included in family literacy. They can help them read as well. When I taught reading lessons during remote learning, my students' older siblings assisted them with their reading lessons. The older siblings were helpful when their parents were not available.

In discussing her thoughts on family literacy, T1 explained how parents must take the time to participate or involve their children in reading. She explained that she always tells all her parents that the most crucial act they could ever do as far as homework is reading to and with their children. Also, she explained how she tells parents that reading and asking them questions about the text is the first step toward being a great reader. She shared that she saw more families reading side-by-side during remote learning and asking questions when their child was reading. When continuing to explain family literacy, T7 noted:

Parents and children must share a space to read together at home and discuss what their child is reading in class. I always tell my parents that it just takes something small; it does not have to be a novel. I let them know that it's okay to start small. Then, we can progress and build upon our strategy so that fluency will increase. If students and families can do that effectively, we have positive family literacy.

T2 explained family literacy as a group of related people in an interconnected circle reading at home together. She believes all family members must participate in reading and be continuous learners as well. She explained that the only way children would learn to read is by hearing proficient reading. She shared that it is excellent for students to participate in the task; she explained that it is also beneficial to hear fluent reading. Finally, she elaborated on how she encourages families to read themselves. T5 shared a personal story about her literacy experience as a child. She said,

Displaying print around homes is beneficial. In my house, when my children were young, I showed them the alphabet on paper and placed them on the refrigerator. When they were a bit older, I would write words on objects in the house. For example, I would write the word lamp on lamp shades with the letters in different colors. So therefore, we were still learning the word lamp and the colors at the same time.

Review of lesson plans for T1 and T2 showed where they assigned books on the MyOn reading platform to read with families nightly. T3 and T4 lesson plans showed where students were asked to read 15-20 minutes nightly with families. Video recordings showed teachers assigning readings to students on the *myOn* reading platform.

Exploring Literacy in Everyday Life

In describing family literacy, T1 and T8 also elaborated on other literacy practices families can implement in their daily routines. T1 explained that literacy opportunities are all around. She explained that parents could take their children to the grocery stores and

involve them in every part of their life. It was stated that parents should keep children beside them when making grocery lists. She also elaborated on parents allowing their children to look at one example of her thoughts on family literacy. T1 stated,

When children are with their families at the store, if their family is looking for an item like a toaster, they can help ask the salesclerk where the toaster is; this is an opportunity for the parent and the kid to look on the aisle and read signs and look for the item together.

Describing her thought on parents' role in their child's literacy learning T8 explained how families can engage their children in family literacy by sharing the activities with their children. It was noted that families do not always have to work with their child's literacy skills at home, but literacy learning can happen anywhere. She explained that parents could point to letters and words on road trips or just drive around town and share them with their children. She expressed numerous opportunities in the homes and outside families' homes to engage their children in literacy learning.

Summary of Theme 1: Parents' Role in Literacy Learning

The teachers' excerpts show that participants believe parents play a critical role in their child's literacy learning. Participants acknowledge that parents are the initial ones to start the reading process. Furthermore, participants believe parents should model reading themselves and read to their children at home. Some participants believe that one of the roles of parents is to involve their children in what they do in their everyday activities. Also, participants acknowledge that parents' role is to provide a literacy-rich environment to help support their child's literacy growth. Some participants believe that when parents work with their children at home, they are more prepared before entering school.

Theme 2: Partnerships Through Parental Involvement

All participants believed that it is essential to reach out and involve parents in their child's literacy learning during remote instruction. It was evident from some participants' interviews, lesson plans, and video recordings that they used technology to support family literacy practices and partnerships during remote literacy instruction. Participants elaborated on several ways they involve parents while teaching literacy online. Four subthemes were identified during the data analysis (a) flexible modes of communication, (b) participation and volunteering, (c) supporting home literacy learning, and (d) community support.

Flexible Modes of Communication

In describing specific characteristics of how they form partnerships with families during remote learning, participants shared the multiple modes of communication they use to communicate and collaborate with families. T3 stated,

This was my first time learning to communicate with families without sending home information and reading resources with the students. Since I could not physically give all my student's newsletters to go home to my parents, I had to use different ways to communicate with them. I used my email, Class Dojo, Schoology, and *Zoom*. For my ESL family, I had to download the Google Translate App.

In describing how she partnered with families, T2 described how communicating with families during remote instruction differed from how she did it during in-person learning. She explained that involving families in their child's literacy learning remotely was new, but she made it. She excitedly expressed that the platforms were one of the most beneficial things that allowed her to reach out and connect with more families. She explained that she sent home announcements and spelling words through Class Dojo and

posted them on the Schoology platform. Additionally, she elaborated on how she used Class Dojo and the ESL teacher to translate messages for her parent, who did not speak English. T2 explained that she had more participation since she had younger students because parents were home sitting right next to their children.

When asked how she partnered with families, T8 expressed that she sent out emails and Class Dojo messages, emails, and posted messages in Schoology but received very little response from her parents. However, she explained that she still used the platforms. She described that she sent shout-outs to students' families who had reached their reading and literacy goals. Also, she noted that she used these platforms to keep parents updated on their child's reading progress. She explained that many of them were not logging in and participating, so their grades were not good. She expressed how she missed not having parents in her class like in learning. She noted that she communicated better with her parents during in-person teaching. T5 explained,

I communicated with families through emails, Class Dojo, and *Zoom*. These different options helped me to involve more of my parents. I allowed my parents to call me on my phone. I prioritized reaching out to families to explain what was going on with their children. I talked with families on the phone about spelling words, and that is what we did. These platforms are beneficial because it was quick and easy to access for parents. I would also ask families to call me on three-way to ask questions about class assignments. Some phone calls consisted of going over the spelling words with the parent and child.

In describing how she reached out to partner with families during remote learning, T1 explained that she implemented Class Dojo and emails to connect with families. She stated that she used these multiple modes of communication to allow parents to ask questions and discuss important information. Also, she elaborated on how there was a transfer of communication dialogue and many conversations between home and school.

She noted that she used the Class Dojo communication platform to send pictures of students' classwork to their families. She described how she uploaded literacy resources and videos for parents and sent them to their emails. Finally, she expressed how she had to be flexible with her ESL parent. She mentioned that she used MyOn and Think Central for her ESL parents.

Lessons plans were also analyzed to support the understanding of participants' views of family literacy practices and partnerships during remote learning. Participants' lesson plans showed where they provided family literacy practices by reaching out through technology to connect with families. During remote literacy instruction, T1 and T2 lesson plans revealed that they used the *Zoom* virtual platform to show students and families how to navigate online resources. For example, students and families were shown how to access folders that contained classwork and homework assignments.

Also, T1 and T2 lesson plans had overview of virtual schedules, virtual *Zoom* expectations, and routines and procedures. On Wednesday's participants' lesson plans showed asynchronous learning for students. During asynchronous learning students did not meet on virtual *Zoom* class session, but they worked independently and with families on literacy activities at home. All participants' lesson plans showed office hours to support families with their child's literacy learning.

Participants' lesson plans showed office hours in the afternoon to facilitate additional *Zoom* meetings for those students and families who needed academic assistance and navigating the virtual platforms. T3 and T4 lessons plans showed that they initiated partnerships with families by opening virtual *Zoom* meetings on Wednesdays where families could log in and get additional support and have parent conferences.

Video recording showed families receiving support with online platforms from teacher participants. The videos were *Zoom* recording of participants explaining how to find students' reading assignments in the *Schoology* platform. Participants explained that these videos were made available to families to access at any time when needed as a refresher tutorial on how to retrieve assignments and navigate the various platforms. In the video recordings teachers utilized the *chat box* to address additional concerns needs of families.

Opportunities for Participating /Volunteering

During remote instruction, several participants-initiated family literacy partnerships by providing opportunities for the parents to participate and volunteer in class. When asked how she partnered with families during remote literacy instruction. T4 explained,

I provided several opportunities for my family to volunteer in class. I did not stray away from what I did during in-person learning; I still invited parents to my class. During remote learning, I provided my families with a virtual volunteer list. Some of my parents signed up to monitor my class in the breakout room. Also, I allowed parents to come in and read to my students and participate in storytelling. I like the new way parents can pop in a virtual *Zoom* and volunteer and participate. Also, this allowed me to see and talk with parents that I did not see during face-to-face learning.

When describing her partnerships with families T6, parent volunteers were in high demand when managing younger students. She explained how she allowed parents to volunteer in her *Zoom* class sessions and monitor students in the breakout rooms. She shared that parents joined her class to help monitor students' behavior. In describing how they partnered with families, T1, T4, T7, and T8 explained that they assigned homework

and assignments that required the family to participate in the child's literacy learning.

Participant T1 stated,

I was shocked to see the number of fathers and other family members that participated when I assigned projects. I felt that the dad in my class stepped up and shared the load with their spouses. They did this by participating and helping their kid with their literacy projects. Seeing dads come and participate was very impactful. It's almost as if they had teamed up to get it done. I felt that assigning projects would help the entire family participate in the child's literacy learning. I felt like the mom was involved, the dad was concerned, the grandparents, the aunts. Some days I had kids at their mom's house, and some days at their aunt's house; it was interesting to see how all the family were involved.

In describing how she involved families in forming partnerships, T4 explained that she provided opportunities for parents to participate in their child's literacy learning. She expressed that she allowed families to come in during reading time and help with their child's All About Meet presentations. She explained that the child and their parents or family members had opportunities to present with their child. She shared that allowing parents opportunities to participate and do collaborative activities with their children was an essential and critical factor during remote learning.

Lesson plans displayed where teacher participants supported family literacy practices by providing opportunities for families to work alongside their child in the *Zoom* class sessions. Families had opportunities to participate and help their child work with text in their reading notebook. Students were asked to work with families to write in their notebooks about how characters are alike and different. Additionally, families that were present during the time had opportunities to help their child draw pictures to match their writing. T4 lesson plans showed opportunities for families to come in and assist students in small group readings. Family volunteers listened to students read stories from

the reading basil. Families who joined the *Zoom* session were given opportunities to support their child and students with reading and pronouncing vocabulary words.

Additionally, families had opportunities to engage in discussions with students about what words mean and how they connect to the narrator's story. T3 and T4 lesson plans showed where families were asked to work with their children at home in their students' notebooks to practice their spelling words. Additionally, for homework, families had opportunities to watch videos and discuss and write about where they want to visit in their neighborhood.

Additionally, T5 and T6 lesson plans revealed opportunities for families to be involved in literacy learning by including family members using the Venn diagram to show how the families were alike and different from the family in the story. Also lesson plans showed where family volunteers were able to join breakout rooms on *Zoom* to read stories to students.

Video recording of T3 showed involvement of families in their child's literacy learning by guiding them with writing their weekly spelling and vocabulary words in their reading notebooks. Also, video recordings of T4 showed where some volunteer family members attending *Zoom* sessions were placed in breakout rooms with a group of students to help support and guide them and help them with their reading activities.

Supporting Home Literacy Learning

Participants explained that supporting families with home literacy was one way they experienced partnering with families during remote learning. In describing how they partnered with families during remote learning, T3, T4, T5, T6, and T7 explained that

many of their children struggled with their classwork and homework. Therefore, they held *Zoom* meetings after class to support their families. In describing how she formed partnerships, T6 stated,

To help students and families at home, I assigned books online on the reading MyOn platform. I provided reading resources to families and shared YouTube videos to learn some of the strategies I was teaching them in class. I also recorded my class literacy instruction lessons and shared them with families. These videos provided parents support if their children were absent or if they needed a refresher of their literacy skills.

When describing how she partnered with families during remote instruction, T5 explained that she provided digital books and free resources for her family, so they would not have to make purchases. She expressed how some families may not have a thesaurus or dictionaries. She explained that she provided families with internet resources to help them. Also, she explained that she supported families with home literacy learning by uploading videos of literacy strategies to help parents with their child's literacy assignments. When describing how he supported families with their child's home literacy learning, T7 explained,

I provided families with as many online resources on MyOn and News ELA. Since students may not have books at home, I provide stories and reading passages on our schools' online platforms. I posted websites and uploaded resources on the Schoology platform, where parents could assess online.

T4 explained that she supported families at home to build partnerships in her class. She described how she held *Zoom* sessions to help families out with homework. She helped families on *Zoom* set up their child's reading notebooks. The notebook allowed parents to know what their child was learning in class, such as the skill, spelling words, and vocabulary words for the week. She explained that she was flexible with her ESL mom, and she set up *Zoom* conferences with the ESL teacher to support her. When

describing how she helped families, T3 explained that she met with some of her parents at a neighborhood location such as Family Dollar. Additionally, T5 said,

Since parents were already using the digital platforms, I uploaded videos or teaching and videos of the reading skills for the week from YouTube or other resourceful sites to help support families at home. Also, I allowed students and parents who needed classwork and homework assistance to stay on the *Zoom* session after-class assignments. I showed them how to find online books. I made sure they did not leave their child by themselves during this time because I wanted them there. I felt that they needed to be there to have an opportunity to engage in the discussion.

The lesson plans of T3 and T4 revealed that families were supported with homework by helping families on *Zoom* set up their child's reading notebooks. The notebook allowed parents to know what their child was learning in class, such as the skill, spelling words, and vocabulary words for the week. Also, lesson plans of T5, T6, T7, and T8 showed where families could log on to *Zoom* and receive additional support to help with class assignments or homework. Families and students were able to see the teacher model of the expectation of the reading notebooks.

Video recordings of lesson taught showed when teachers reviewed previous skills and introduced new concepts. During the recorded sessions families in attendance were free to ask unlimited questions about the strategies and expectations of the teacher.

Community Collaboration

Participants expressed mixed views about community support. Three of the participants found that the community was helpful and offered resources, and one of the participants explained that neither they nor the students received assistance from the community. When asked about family literacy partnerships while teaching literacy during

remote instruction, T4 and T5 mentioned how the library sent them resources to share with students.

Additionally, T4 explained that specific local libraries constantly pushed out publications and offerings of resources such as pamphlets to share with families. She explained that she had just emailed them to her parents. T4 expressed that she always shared those resources with her parents on different platforms. T5 explained that several groups were giving out free books because of the COVID-19 pandemic. She explained that she shared the information with her parents. She noted that she had many parents sign up for the library offerings, receiving free books and participating in the programs. T2 referenced community partnerships as her taking it upon herself to invite members of the community to come into the class on career day to talk with her students. She explained how the community supported her parents with literacy support during remote learning. T2 stated,

I knew that the libraries were closed due to the COVID-19 pandemic, so I tried to invite as many people from the community as possible. Many people, not just from students' immediate families, I tried to get everybody involved to help our class. I know people from the community who worked at different jobs, and I asked them to come in and share important information with my class.

T8 explained that she did not receive any information from the community. The only thing she knew in the community was the local library, and she explained that it was not beneficial because they were closed due to the COVID-19 shutdown.

Summary of Theme 2: Partnerships through Parental Involvement

It was evident in these excerpts from most participants that involving families in their child's literacy learning was critical to developing partnerships during remote

instruction. It was apparent that participants could not use traditional communication modes with families during remote instruction. Therefore, they had to implement multiple ways of communicating. It was evident that participants had to use online platforms to ensure their families understood how to support their child's literacy development better.

It was obvious in participants' lesson plans that they scheduled available times to support families using online platforms to support their child's literacy learning. Lesson plans revealed that participants invited families into the *Zoom* sessions and provided them with opportunities to read and work alongside their child. Moreover, it was clear in participants' video recording that they provided support by involving families. Video recordings showed that families were able to freely join *Zoom* session, ask questions about literacy assignments, and help monitor and support students in break out rooms.

Participants' interview transcripts revealed that flexible modes of communication were impactful to most participants. Some participants explained that it was easier to communicate with families of younger students during remote instruction because the parents were next to them during online class sessions.

In some of the excerpts, it was evident that reaching out to form partnerships with families by providing opportunities to participate and volunteer was important. Allowing parents to read, share stories, monitor behavior, and assist with literacy projects and activities was a beneficial strategy to help some participants build partnerships with families. Also, it was clear that some participants saw the benefits and convenience of partnering with families in a virtual setting because they could involve families who usually did not see during face-to-face learning. Many participants found it necessary and

beneficial to reach out and support home literacy learning by making sure all students and families received the support required. Finally, the excerpts showed that many participants did not receive much help from the community to support family practices and partnerships during remote instruction.

Theme 3: Value of Family Literacy Collaboration

Participants elaborated on their experiences and beliefs about collaborating and partnering with families during remote learning. Participants expressed the reason why they believe home school collaboration is essential. The following two themes were identified during the data analysis: (a) reading development and (b) parental relationships.

Literacy Development

Participants explained that home school collaboration during remote learning helped their students' literacy development. Five participants acknowledge that when they analyzed students' reading data and test results, they noticed more significant improvements in students' literacy skills. T7 stated,

I had many struggling readers in my class during remote learning. I was able to see positive changes in the reading assignments and tests they completed. I noticed that the students showing the most significant improvement were students whose parents stayed in close contact with me. I saw my student's growth by looking at their district assessments. I could tell which families used the material and literacy strategies I gave them. It was evident in those parents who were not as involved.

When explaining her thoughts on partnering with families during remote instruction, T8 shared that she believed communicating with families helped some of her students' reading progress. She further elaborated that most of the students who had

passing scores on their spelling, vocabulary, and reading comprehension assessments were the students of the parents she had often contacted. Also, she expressed that after she shared literacy strategies with the parents of struggling readers, she saw growth in their reading assessments and assignments. T6 noted,

For those parents who reached out and logged in to my class regularly, I could tell the difference in how their child reading performance and skills improved based on their reading diagnostic test. Our kids must take an I-Ready Reading diagnostic test at the beginning of school. I noticed a difference in the students whose parents reached out and communicated with me about reading strategies.

T1 stated,

I needed to collaborate with my parents during remote learning because I did not want them to miss out on the necessary literacy skills. As I reached out and collaborated with parents, I was able to see a gradual growth in those students. When I administered the online fluency assessments or held up flashcards in class, I noticed that they were more fluent. I also heard them reading more fluently when I asked them to read in class.

When expressing her thoughts on the importance of forming partnerships with families during remote learning, T4 explained how parents' involvement helped some of her students who struggled with sight words and decoding. She explained that the students who showed improvement had parents who joined the *Zoom* parent support sessions after school. She explained that she used the Think Central and MyOn platform to support her ESL parents. She expressed that when parents help their children, she can see improvement in their literacy skills.

Building Positive Relationships

Participants explained the importance of home-school collaboration during remote learning. Some participants expressed how partnering with families helped them build

positive relationships. Five participants acknowledged that when they often saw parents during *Zoom* sessions and communicated with them over the phone and through emails, they could make a better relationship with families. T3 noted,

Building partnerships and engaging families in their child's literacy learning is crucial because it made it easier for me; I learned their style and personality. And they could trust and say, you know, I don't know how to do this, or my child does not know how to do that without getting intimidated. It means a lot to engage my parents. I want to have a good relationship with them.

Similarly, T5 stated,

For the parents involved in their child's literacy learning while it was taught remotely, I had an opportunity to develop a better relationship with them. I wanted them to understand that I was there to support them and their child. I want them to trust that I will get it done; it must be done. I will do it. Partnering with families will help me form a positive relationship with my parents. A working relationship. I am not here to harm a parent-teacher relationship but help them.

When discussing how important it is to engage families in their child literacy learning during remote instruction, T1, T7, and T3 explained that they believed they found it critical to get to know parents. They all believed that if they have a good relationship with their parents, they can better support the child. T4 also stated,

I wanted to build a relationship with my parents. Therefore, I knew I had to stay in a position to always be there for my parents and students. When a parent called me and said, they were having issues teaching their child how to read. Many of them knew and trusted, based on previous experiences, that I was doing all I could do to support them and teach their child to be literate.

Summary of Theme 3: Value of Family Literacy Collaboration

Many teachers elaborated on the significance of forming partnerships with families during remote learning. It was evident from the excerpts that some participants believe that a school-home collaboration with families can help their students with their

literacy development. Therefore, it is apparent that school-home relationships have positively influenced the child. Also, it was clear that some students whose parents were not involved in their child's literacy learning did not show much literacy growth. It was visible in the excerpts that some of the participants believed that when they form a partnership with their parents, it creates a more positive and trusting relationship.

Theme 4: Barriers to Family Literacy Partnerships

During the interviews, when describing how they experienced family literacy practices and partnerships during remote learning, challenges participants faced collaborating with families came up often. During the data analysis, three subthemes were identified (a) lack of accessibility and (b) balancing other responsibilities, and (c) unprepared and lack of training.

Lack of Accessibility

Some participants expressed frustration about the challenges of developing family literacy partnerships during remote learning. They faced difficulties getting parents the necessary literacy resources. It was also difficult for some participants to have virtual conferences with families and give students their literacy assignments. Participants faced some challenges because their parents did not have all the needed tools.

In describing family literacy partnerships, T8 explained how she struggled with collaborating with some of her parents. She expressed that she got frustrated because she had to make numerous weekly phone calls to the parents that she could not reach. Also, she explained that even those parents she could reach were still frustrating and

challenging because they still had not picked up their child's device. Therefore, neither they nor their child could attend the class session or log on to the schools' digital platforms. She elaborated that since some students did not have their devices, they were at home not receiving literacy instruction or assignments. T8 mentioned the struggles she faced as well. T8 elaborated,

I also sent out weekly emails, made phone calls, and posted individual messages, but some parents could not access them because they had trouble logging into the *Zoom* platform. Although I communicated and posted assignments in Schoology, I received very little participation from my students and parents.

When describing her experiences with family literacy practices and partnerships, T4 expressed that she allowed some of her families to stay behind after *Zoom* class because they had trouble accessing the online platforms. She explained that she would try to help them log into their school platforms. She expressed that many of them did not have access to all the online resources. T7 explained,

The internet was a problem; I found that people could not connect for whatever reason because we had many connective tissues. Those that could get online and use the computers. I created a Google website to provide the resources on the screen. That way, without them having to download anything cause with smartphones, it's challenging if you're not literate with technology.

T2 stated,

Many of my parents stayed behind online if they needed some assistance from me with technical issues, and I would try to help them log into the school's platforms. Also, they didn't understand how to access the needed information for class, and it was new to me as well, but I always offered my time.

Participants' lesson plans showed scheduled time where teachers were available to help support families with technical issues. Video recordings showed where families

logged in *Zoom* support meetings, to ask questions and express concerns about navigating the online platforms and log in issues.

Balancing Other Responsibilities

While teaching literacy during remote instruction, many participants articulated that they faced some challenges because families were busy balancing other responsibilities. They faced difficulties getting reading information to parents. T8 stated,

It was difficult for me to include families in their child literacy learning because many explained that they were busy with other affairs. In addition, many of my parents stated that they were working from home and could not participate during class time in our school literacy activities.

Similarly, T3 explained that many of her parents were busy working at home with their jobs. Also, it was difficult for them to sit beside their child and see what they were doing on the computer. She explained that parents were busy and sometimes forgot to log their children into class. T6 explained that parental involvement was a struggle. She explained that students' reading skills decreased and test scores because families were busy helping multiple siblings. Therefore, they did not have time involved in their child's educational experiences during remote instruction.

Unprepared/Lack of Training

While teaching literacy during remote instruction, some participants articulated that they faced some challenges. They explained that they and their families were unprepared and lacked the necessary training to partner with families during remote instruction.

When describing literacy practices and partnerships during remote instruction, T1, T4, T6, and T8 explained that many of their parents were not trained to use the devices or trained to use the online platforms. Therefore, they had trouble reaching out and partnering with some families. T8 stated,

Although some of my families had devices, I still struggled to get reading material to them because they were not trained on how to use the school's platforms to locate the literacy materials I uploaded. Many of my students were at home with grandparents and other family members, and they were not prepared and able to provide much literacy support.

T1, T3, T5, and T6 expressed that they had not been trained to support families and communicate with them remotely. They all face challenges because they had to learn technical skills to implement family literacy practices and partnerships during remote learning effectively. T5 stated,

Initially, I did not know what I was doing; nobody told us how to do this. We had to learn all these new systems and platforms. Sometimes I struggled with communicating with my families because it was just too much trying to make sure I reached all parents and students. I did not know how to share literacy resources with my parents. I had to go home and have my daughter help me send out messages and get resources to my parents.

Summary of Theme 4: Barriers Connecting with Families

It was clear that technology and the internet prevented the formation of family literacy partnerships because they did not have accessibility to technology. Also, the inability to access *Zoom* was another barrier to staying connected and supporting parents with their child's literacy learning. T8 excerpt shows that participants had many family members who did not have access to their devices and school resources. Since families did not have access to the needed technology, they faced challenges getting the necessary

literacy resources and materials to families. The next chapter discusses findings, recommendations, and implications for practice and future research.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND FUTURE RECOMMENDATIONS

This research study aimed to understand urban teachers' perceptions and experiences of family literacy practices and partnerships during remote learning. This was done by analyzing the data collected from face-to-face interviews and reviewing and analyzing participants' lesson plans and video recordings. The previous chapters of this study underlined a thorough literature review of family literacy practices and partnerships, described data collection methods and procedures, and explained the data collection. Previous research revealed substantial research on the school, home, and community partnerships. However, these studies were implemented by examining the partnerships between teachers and families during face-to-face instruction.

Therefore, this qualitative case study aimed to add to the existing body of literature by examining urban teachers' perceptions and experiences of school, home, and community family literacy practices and partnerships during remote instruction. This chapter discusses the research findings, provides implications of the study findings, and offers recommendations for future research. Furthermore, this chapter sheds light on understanding the experiences, beliefs, perceptions, and strategies of eight teachers' who experienced family literacy partnerships during remote learning in an urban setting.

Research Questions

The central research question that guided this study was, “How do urban teachers describe their experiences of family literacy partnerships in schools, homes, and communities during remote learning?” The sub-questions were the following:

1. How has remote literacy instruction influenced urban teachers' beliefs about family literacy practices and partnerships?
2. How have urban teachers engaged in culturally responsive family literacy practices and partnerships during remote learning? and
3. What perception do teachers have about family literacy practices and partnerships during remote instruction?

Major Findings

The finding consisted of four themes: (a) Parents’ Role in Literacy Learning, (b) Partnerships through Parental Involvement, (c) Benefits of Home-School Collaboration, and (d) Barriers of Family Literacy Partnerships.

The findings significantly implied that teachers believe that families play an essential role in a child’s literacy development. The findings revealed that participants felt that families should engage in literacy at home and act as role models for their children. Participants reached out in multiple ways to form partnerships to involve families in their child’s literacy learning. However, it was evident from the findings that participants were implementing parental involvement practices instead of family engagement practices. Moreover, it was revealed that participants lack the understanding of culturally responsive and how to engage in culturally relevant family literacy practices.

Additionally, findings showed that participants saw benefits of home, school, and community collaboration, such as increased grades and building relationships with families. Lastly, significant results revealed that many participants faced specific barriers to developing family literacy partnerships effectively during remote learning. However, teachers still reached out to try to partner with families. Moreover, despite the idea that families lived in underserved settings, faced challenges with technology, and were busy with other tasks, findings showed that some families did reach out to teachers for literacy strategies to support their children's literacy learning at home.

Answering Research Questions

Central Research Question

The central research question that guided this study asked, "What are urban teachers' experiences of family literacy practices and partnerships in urban schools, homes, and communities during remote learning?" The answers to this research question were generated from the theme "Partnerships Through Parental Involvement."

One way that the participants experienced family literacy partnerships during remote learning was through flexible modes of communication. The findings revealed that participants could no longer use traditional methods of communication, such as in-person conferences or tangible newsletters during remote instruction. Five out of eight participants, T1, T3, T5, T8, and T7 explained that they communicated with parents often through phone calls, emails, Schoology, ClassDojo, Remind, and *Zoom* about their child's literacy assignments and class performance. Three of the eight participants, T2, T6, and T7, uploaded video recordings of themselves discussing class updates and

sharing literacy strategies with parents. Five of the eight participants, T1, T3, T5, T7, and T8, shared their recorded literacy lessons with parents to review and those who did not attend the class sessions.

Second, participants experienced family literacy practices with families during remote literacy instruction by providing parents opportunities to volunteer and participate in their child's literacy assignments. Participants T1, T2, T3, T5, and T7 invited parents to their *Zoom* class sessions to read to the class. Some participants explained that their parents helped monitor break-out rooms as students engaged in literacy assignments and activities. Participants T1, T5, T7, and T8 assigned literacy homework and projects requiring parental assistance. Participant T2 asked families to volunteer to read and share personal stories about their jobs, careers, and culture.

Lastly, supporting home literacy during remote literacy instruction was critical to forming partnerships with families. Most participants provided resources to families and assigned students a book to read on the MyOn platforms. Participants T6, T7, T4, and T5 helped families use the district online literacy program to help them better support their child's literacy development. Participants involved families in their child's literacy learning by assisting families with homework.

These findings correspond with the study conducted by An et al. (2021), which showed how teachers used multiple modes of communication through technology to communicate with families during remote instruction. These findings revealed that (65.4%) of teachers uploaded video lectures, (85%) used emails, and (43.4 %) implemented education using *Zoom* (An et al., 2021). Additionally, the findings of this current research study revealed similar practices to that of a recent study by Chamberlin

et al. (2020) on remote learning during COVID 19. Teachers in the study involve families in their child's education by providing opportunities for families to volunteer in the Mystery Reader Program. The Mystery Reader program helped teachers involve families by inviting mystery parents out to their class so students could hear fluent readers (Chamberlain et al., 2020). Also, the findings from this research study are similar findings in Chamberlain's et al. (2020) which showed that teachers continued to reach out and support homework during remote teaching and provide supplemental activities for families. This study was consistent with Kaiper-Marquez, et al. (2020), where families learned how to implement literacy activities to practice at home with their children, and families received online videos and online activities to use as asynchronous lessons.

These findings also align with Epstein's Framework of Six ways of Parental Involvement because it was revealed that most participants implemented some of Epstein's Parental Involvements, such as communicating, volunteer, and home literacy learning. Moreover, the participant's findings also correspond to Epstein's (2020) recent research on COVID-19, which explained that teachers used multiple technology platforms to establish two-way communication with parents during the COVID-19 pandemic. Findings were also consistent with Keyser (2006), who suggested that implementing various kinds of communication can help teachers nurture and maintain the school, home, and community partnerships.

Moreover, findings were consistent with the Bronfenbrenner chronosystem because teaching literacy remotely and implementing technology strategies was a significant event when the child lived (Bronfenbrenner, 1977). For example, the teachers, students, and families used technology to communicate to form partnerships. The schools

shut down due to COVID-19 may have influenced some families and teachers to form a partnership to meet the literacy goal and needs of the students.

Furthermore, the findings of this study aligned with recent studies on remote literacy learning because they all implemented parental involvement strategies using technology instead of family engagement strategies. For example, teacher participants in this current study and the previous studies communicated with families with multiple modes of communication, providing opportunities for participating, volunteering, and supporting home learning. However, the findings from his research and prior studies did not reveal that participants implemented family engagement practices.

The family literacy practices of the teacher participants in this current study and previously mentioned studies contradict the meaning of engagement. Goodall and Montgomery (2014) explained that partnering with families goes beyond volunteering, helping with homework, and inviting families into the class. They explained that family engagement involves more outstanding commitment and greater ownership of activities than parental involvement. For example, findings did not show where most participants provided opportunities and practices for families to engage in the decisions making. Moreover, the voices of the families were not visible in the participants' responses.

Additionally, the participants' family literacy practices were not consistent with Ladson-Billings' (2009) Culturally Relevant Pedagogy. This was not evident in the current study because findings did not show where participants implemented family literacy practices that welcomed families' funds of knowledge. However, this contradicts Auebach's (2009) study because the findings revealed that the administrators promoted family engagement in urban school settings and engaged in community-based activities.

Sub-Question 1

“How has remote instruction influenced urban teachers' beliefs about family literacy practices and partnerships?”

The following themes generated the answers to this research question: (a) Parents' Role in Literacy Learning, (b) Partnerships through Parental Involvement.

To better understand participants' initial beliefs, the researcher first asked participants to define family literacy and family literacy partnerships. Consistent with previous research, all participants believed that parents should be involved and lead their child's literacy learning (Taylor & Dorsey-Gaines, 1988). Taylor and Dorsey's (1988) study involved interviews with urban families in their homes. Although the mothers lived in underserved communities, they still valued their children's literacy experiences. Teacher participants in this current study also emphasized a need for urban families to take the leading role in their child's literacy learning. Also, this aligns with Denny Taylor's Family Literacy Theory (1983), proposing that families mold and shape children's literacy development.

Moreover, the participants' beliefs support Taylor's (1983) documented ethnographic studies of middle-class suburban families. The ethnographic studies revealed how parents worked alongside their children to help develop their reading and writing skills. The parents in this study allowed their children to read to them, play word games and activities, work with words, and communicate by writing letters, signs, and notes. From a CRT perspective in urban settings, educators must consider the cultural needs in urban environments. These findings from the teacher participants also align with Jaynes' (2005) meta-analysis of 41 studies that examined the relationship between

parental involvement and academic achievement in urban elementary schools. The findings revealed a relationship between parental involvement and students' academic success in an urban elementary school. Furthermore, the results were consistent with the research study conducted by Curry et al. (2016) that focused on an eight-week collective cases study of three mothers from urban settings who implemented shared reading practices at home with their children. The interview recording showed that the mothers faced many hardships while working, attending school, and raising their children in underserved communities but still implemented literacy practices in their homes.

Similarly, although some family members in this study face challenges with technology and other commitment, teachers explained that families still reached out for literacy strategies and supported their children's literacy learning at home. This is consistent with Goodall & Montgomery (2014). They explained that ethnic minorities families who face economic challenges or other barriers still value their child's education and have a strong desire to participate and be involved in their education.

Although participants' beliefs about family literacy practices and partnerships aligned with some components of previous research, remote instruction did not influence or broaden their beliefs after asking participants about their family literacy practices before and after remote literacy learning. Participants still viewed family literacy and family literacy partnerships from a narrow approach. When asked to define family literacy in this narrow approach, most participants only focused on the parents implementing literacy practices with their children. Also, when asked to describe family literacy partnerships, almost all participants focused on the partnerships between the parent and the teacher. This contradicts Epstein's (2011) three spheres of influence,

family-school-community partnership. Participants did not associate partnerships with the community. Also, this contradicts Bronfenbrenner's Ecological Systems Theory because most of the participant's findings did not reveal that they believed that partnerships involved other family members, family, and the community.

The participant's beliefs correspond to previous research conducted by Nai-Cheng (2016), where teachers believed that family literacy only consisted of literacy practices that parents and guardians do with their children at home. Also, participants' beliefs were consistent with Zygouris-Coe (2006), who described "family literacy" as a family coming together sharing literacy dialogue in their homes.

However, contrary to Ponzetti and Bodine (1993), participants did not view family literacy as a wide variety of literacy programs that promote parents' and their children's involvement in literacy-enhancing practices. Although three participants received some minimum resources from the community, none mentioned family literacy practices and partnerships as partnering with the community to support students' literacy learning. Furthermore, some participants had students working on literacy practices at grandparents' and other family members' houses during remote learning. However, most did not view family literacy as working with other family members outside the home.

Sub-Question 2

“How have urban teachers engaged in culturally responsive family literacy practices and partnerships during remote learning?”

The answers to this research question were generated from two of the four themes: (1) Approaches of Parental Involvement and (2) Value of Home School Collaboration.

When asked how they engaged in culturally responsive family literacy practices and partnerships during remote instruction, most participants were unsure what the term culturally responsive meant. Most participants viewed culturally responsive teaching as working with parents who are learning English as a second language. Three participants, T1, T3, and T4, revealed that they provided their ESL parents with considerable flexibility. T6 and T1 allowed their ESL families to stay after class or log into a program to receive one-on-one support from the school system. Participants T1, T4, and T6 used the district's Think Central platform and MyOn to differentiate instructional activities for their ESL parents.

Participants T4 and T6 reached out and connected with the ESL teacher to better involve ESL families and share literacy resources. Two of the participants, T4 and T6, guided their parents using the district's digital reading MyOn Reading platforms. The MyOn reading has a collection of online books featuring diverse families and including English and Spanish texts. Three participants who did not have ESL students, T3, T5, and T7, mentioned that they did not engage in culturally responsive family literacy practices and partnerships because they did not have any ESL students. Almost all the participants perceived the phrase "culturally responsive" as meaning ESL families. Teachers should receive more training in understanding the meaning of culturally responsive literacy practices and how to implement them.

The findings of this study contradict Ladson-Billings (1995) idea of culturally relevant pedagogy. She believes that culturally relevant pedagogy helps identify, analyze, and solve real-world problems, especially those resulting in social inequalities. Almost all teachers did not mention implementing real-world, culturally relevant practices for their students.

In relations to CRT, the researcher found that only two participants acknowledged being culturally responsive as respecting and accepting the background of their family's home culture. Ishimaru et al. (2016) explained that family engagement emphasizes family culture and acknowledges the knowledge that exists in family cultural and linguistic backgrounds. It was evident that teachers were not culturally responsive to their students and their families. Participant teachers did not appear to support students' ability to recognize, understand, and critique social inequalities. This contradicts Gay's (2002) culturally responsive teaching because the participants were unaware of using students' cultural knowledge and prior experience.

Sub-Question 3

“What perception do teachers have about family literacy practices and partnerships during remote instruction?”

The answers to this research question were generated from three of the four themes, which are as follows: (a) partnerships through parental involvement, (b) value of school-home collaboration, and (c) barriers to family literacy partnerships.

The findings show that all participants thought it was necessary and best to involve parents in their child's literacy learning during remote learning. Some

participants, T1, T3, and T5 felt that implementing flexible modes of communication was key to forming an effective family partnership with their families. This is consistent with previous literature explaining that providing multiple ways to communicate with families is integral to creating healthy partnerships (Edwards, 2019; Keyser, 2006).

Additionally, most participants in this study, including T4, T5, T7, and T3, were eager to help support families with home literacy practices. Most participants felt that it was beneficial to provide families with online literacy websites because it would help those families who did not have home libraries. Some participants' perceptions are consistent with Epstein's (2011) literature on the importance of reaching out and supporting families with literacy resources and homework.

Additionally, many participants felt some benefits to family literacy practices and partnerships during remote instruction. The finding showed that most participants saw the benefits of collaborating with families while teaching literacy during remote instruction. They explained that collaborating and involving families in their child literacy learning helped their students' progress better with their literacy skills. This is consistent with the study conducted by Sims (2014), who conducted a previous study on two shared book-reading strategies in Austrian families' homes. The study consisted of 80 families of five-year old's who attended Prep school in the Austrian State of Queensland. The study revealed that the school collaborated with families to implement dialogic reading and print referencing in their homes as an intervention for eight weeks. Additionally, families collaborated with the school and participated in training sessions to model each shared book reading strategy. Families in each group read pre-selected books to their children three times a week. The findings showed that the children receiving the shared reading

intervention scores in vocabulary, rhyme, and print concepts increased significantly (Sims, 2014).

Contrary, some participants had some negative perceptions about family literacy practices and partnerships. They expressed that implementing literacy practices online during COVID-19 was new to them. They implemented flexible modes of communication, but to some participants, it was still challenging to implement family literacy practices and partnerships. They voiced this concern because many families lacked the needed technology tools to access class sessions and assist with their child's literacy assignments. Many parents lacked access to devices, proper internet connections, and difficulties logging into the online platform.

This is consistent with findings from the research study by An et al. (2021), barriers were created in supporting family partnerships due to technical issues. Also, participant perceptions coincided with Marshall et al. (2020), whose results show that teachers face challenges with class participation because their students could not access their online instruction. Many of them had slow broadband internet connections in their homes. Even though multiple modes of communication were available, participants still had trouble connecting with families to support their child's literacy learning. Some participants liked face-to-face conferences better because they could not get in touch with their parents during remote learning.

Participants T3, T5, T6, and T7 felt that teachers and families were unprepared and lacked the proper training to form effective family literacy partnerships during remote learning. They expressed that teachers and parents had not received adequate training to use the technology effectively and proficiently. This complements the results

from the study implemented by Marshall et al. (2020), which revealed that 92.4 % of participants had never been taught online, and many were unprepared. Because their previous educational pedagogy was designed for teaching students face-to-face, these findings also match another study by Cavanaugh and Deweese (2020), revealing that only 49% of teachers felt comfortable and prepared for remote instruction. However, this contradicts An et al. (2020) research, whose findings showed that most participants felt confident teaching literacy online.

The findings of teacher participants' experience of family literacy practices involving families in their child's literacy learning align with Edwards (2019). She believes that involving families in their child's education is essential. Furthermore, she also believes that teachers should encourage all families to become involved in their children's education and reach out to families in new and different ways (Edwards, 2020). Moreover, these perceptions were consistent with other studies that supported the importance of involving parents and families in school, home, and community partnerships (Edwards 2004, 2016, 2019; Epstein, 2011).

Implications

Research findings from this study might be beneficial to early childhood teachers, administrators, and district leaders in urban school settings and preparing for remote learning. This study may benefit college leaders with insight into how they prepare college courses and novice teachers for multiple modes of teaching. The COVID-19 shutdown has caused students, teachers, and families to face new challenges with parting and supporting students' literacy development. Learning literacy online has shown that school districts must have a plan designed to help the technology needs of teachers,

parents, and students. Teachers must reach out to families and guide them in supporting their child's literacy learning. Also, teachers and families must clearly understand the difference between parental involvement and family engagement and culturally responsive family literacy practices and literacy partnerships.

Implications for School District Leaders

1. District leaders should provide the necessary training and resources for more strategies to help support family literacy practices.
2. School districts should have a system for families and students who were not contacted during remote instruction.
3. District leaders should provide clear expectations to the grading policy of students who did not submit work because of device issues.
4. District leaders should collaborate with students, teachers, and families to establish effective family literacy collaboration during remote learning; and
5. Before planning and handing down curriculum guidelines, district leaders should design curriculums that support the diverse needs of all families.

Implications for Early Childhood Educators

1. Teachers should create professional development days to prepare teachers to support family literacy practices and form partnerships during online learning;
2. Teachers should find additional creative ways to communicate with families during remote instruction;

3. Teachers should understand that students come from diverse homes. Therefore, teachers must know that many students may not have equal support.
4. Teachers should be aware that students may not have the same schedule or literacy resources in their homes;
5. Since students are on different academic levels, teachers should support parents with multiple ways and opportunities, and styles to submit assignments;
6. Community organizations and schools should locate where families frequently visit in the community, providing access to books and reading resources;
7. Schools should provide volunteers to set up literacy stations outside neighborhoods where teachers and families could meet to share literacy ideas, strategies, updates, and resources during remote learning;
8. Designated teachers or community members could drop books and resources for families in the neighborhood;
9. We should acknowledge that many families are working families and may have issues with childcare (Brown et al., 2019);
10. Families should have the working tools to support their children at home (Brown et al.); and
11. Educators should understand their families' technology needs and strengths when creating and implementing possible and practical ways to better partner with families and support learning at home during remote instruction. (Epstein, 2020)
12. Teacher should receive professional development to gain greater understanding of how to implement culturally responsive family literacy practices.

Implications for Teacher Preparation

1. Preservice teachers should have additional training in their college curriculum to understand culturally responsive practices more in depth.
2. Teacher preparation programs should add culturally responsive practices such as funds on the knowledge of students who have been underserved and overlooked.

Implications for Local School Administrators

1. School districts and school administrators should provide training and support to urban teachers and families with strategies to develop effective home-school partnerships when students are not doing face-to-face learning;
2. Alternative ways for teachers to support better family literacy practices and family literacy partnerships should be provided in addition to technology;
3. School districts should also consider that many families do not have the training to use various digital platforms. Therefore, the community might consider providing one-on-one or group training to support families with basic computer skills; and
4. School districts should consider how they will meet the needs of diverse learners.

Recommendations for Future Research

Future research should focus on aligning educational programs for multiple learning modes, partnerships building during remote learning, and other family literacy practices to support diverse learners when learning literacy remotely. The researcher's recommendations consist of the following:

1. Provide a further study on how teachers from other school districts support family literacy and partnerships when learning literacy instruction during remote learning,
2. Employ additional research concerning better preparing parents from urban environments to support their children's literacy development during remote learning,
3. Conduct research on the experiences and perceptions of parents from urban settings during remote learning,
4. Explore specific strategies implemented during remote instruction to see how they impacted students' literacy development during remote learning, and
5. Conduct a comparative study on family literacy practices and partnerships in urban and suburban schools.
6. Use the Critical Race Theory Framework to conduct a research study in urban communities of family literacy practices and partnerships in schools, homes, and communities.

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APPENDIX A
IRB APPROVAL LETTER FORM

Dailey, Andrea M

University of Alabama at Birmingham Institutional Review Board
Federalwide Assurance # FWA00005960
IORG Registration # IRB00000196 (IRB 01)
IORG Registration # IRB00000726 (IRB 02)
IORG Registration # IRB00012550 (IRB 03)

02-Nov-2021

IRB-300007988

IRB-300007988-003

Examining Urban Teachers' Perceptions and Practices of Family Literacy Partnerships of School, Homes, and Communities.

The IRB reviewed and approved the Initial Application submitted on 28-Oct-2021 for the above referenced project. The review was conducted in accordance with UAB's Assurance of Compliance approved by the Department of Health and Human Services.

Exempt
2
Determination: Exempt
02-Nov-2021
No Continuing Review

- IRB EPORTFOLIO

To access stamped consent/assent forms (full and expedited protocols only) and/or other approved documents:

1. Open your protocol in IRAP.
2. On the Submissions page, open the submission corresponding to this approval letter. NOTE: The Determination for the submission will be "Approved."
3. In the list of documents, select and download the desired approved documents. The stamped consent/assent form(s) will be listed with a category of Consent/Assent Document

APPENDIX B
SCHOOL PERMISSION LETTER

[REDACTED]

October 22, 2021

To Whom It May Concern:

Andrea Dailey, a student at the University of Alabama, is conducting research on "Examining Urban Teachers Perceptions and Practices of Family Literacy Partnerships in Schools, Homes, and Communities." The purpose of this qualitative case study is to examine urban teachers' perceptions and experiences of family literacy partnerships in urban schools, homes, and communities during remote learning. To examine family literacy partnerships, barriers to family literacy partnerships, and how schools and communities can support culturally diverse families, the researcher will employ a qualitative research study. Ms. Dailey will conduct her research from November 2021 to December 2021. Ms. Dailey has permission to recruit and interview eight K-3 teachers who implemented remote instruction with the approval of the principal and teachers. This study is approved as a means of gathering data for educational purposes. ***The information collected in this study will be confidential, appropriate, and cause no harm to the subjects. The study Ms. Dailey is conducting will not cause any harm or potential risks to the subjects interviewed. The teachers' names, school, and any other information associated with [REDACTED] District will not be shared or published.***

Please contact me at [REDACTED] if there are any questions concerning approval.

Respectfully,

[REDACTED]

APPENDIX C
RECRUITMENT LETTER

Good Afternoon Teachers!

You are receiving this email to request your participation in a research study. The purpose of this research study is to examine urban teachers' perceptions and practices of family literacy partnerships in urban schools, homes, and communities. This research will better support students' literacy outcomes during remote learning. In addition, this information is for research that will help complete the requirements for a dissertation.

If you agree to be a part of this research, you will be asked to participate in one face-to-face audio-recorded interview lasting approximately 60 minutes. During the interview, you may be asked follow-up questions for clarity and to bring out additional details in your response. In addition, there may be a follow-up audio-recorded interview to ask additional questions to provide greater insight and clarify responses. The follow-up interview will last approximately 30 minutes. During and after the interview, I will do all necessary to ensure your shared information remains confidential. It is your choice if you would like to participate in this study. Again, you are free to withdraw from this research study at any time.

Please read the attached informed consent. If you agree please respond back to the email with your consent. If you have any questions or concerns please call or email me.

Andrea Dailey

APPENDIX D
INFORMED CONSENT DOCUMENT

TITLE OF RESEARCH: Examining Urban Teachers' Perceptions and Practices of Family Literacy Partnerships in Schools, Homes, and Communities

IRB PROTOCOL NUMBER:

INVESTIGATOR: Andrea Dailey

EXPLANATION OF PROCEDURES:

You are being asked to participate in a research study. This study examines urban teachers' perceptions and practices of family literacy partnerships in urban schools, homes, and communities to better support students' literacy outcomes during remote learning. You are being asked to participate in this study because you are a K-3rd teacher who has taught literacy instruction in an urban school. You are invited to join in one face-to-face tape-recorded interview lasting approximately 60 minutes. Before interviewing with you, I will provide you with a list of questions beforehand to provide you with an opportunity to think through and respond to the questions. However, during the interview, you may be asked follow-up questions for clarity and to bring out additional details in your response. In addition, there may be a follow-up recorded interview to ask further questions to provide greater insight and clarify responses. The follow-up interview will last approximately 30 minutes. During and after the interview, I will do all necessary to ensure your shared information remains confidential. Of course, if you feel the need, you can drop out of the study at any time. This information is for research that will help complete the requirements for a dissertation. I assure you that I will not use your name in this research to protect your privacy further.

RISKS AND DISCOMFORTS:

No Risk

BENEFITS:

You may not gain directly from this study; however, this study may help guide future urban early childhood education teachers in family literacy practices and partnerships during remote learning.

ALTERNATIVES:

Your alternative is not to participate.

CONFIDENTIALITY:

All data in this study, including interview recordings, will be stored in a locked cabinet. Moreover, it will be stored at least three years after complete research.

This research may be published for scientific purposes; however, to protect your privacy your identity will not be shared.

REFUSAL OR WITHDRWL WITHOUT PENALTY:

It is your choice if you would like to participate in this study. There will be no loss if you decide not to be in the study. If you choose not to be in the survey, you will not miss any benefits. You are free to withdraw from this research study at any time. Your choice to leave the study will not affect your relationship with this college. You may be taken out of the study if the research study ends early or if you are not following the rules of the study.

COST OF PARTICIPATION:

There will be no cost to you for taking part in this study.

PAYMENT FOR PARTICIATION:

You will be given a \$10.00 gift card to participate in the study. You will receive the gift card following the completion of your interview.

SIGNIFICANT NEW FINDINGS:

Ms. Dailey will tell you if added information becomes available and might affect your choice to stay in the study.

QUESTIONS:

If you have questions, concerns, or complaints about the research, you may contact Andrea Dailey. She will be glad to answer any of your questions. Andrea Dailey can be reached at andreadailey@uab.edu.

LEGAL RIGHTS:

You are not giving up any of your legal rights by signing this informed consent form.

SIGNATURES:

Your signature below indicates that you agree to participate in this study. You will receive a copy of this signed document.

Signature of Participant	Date
Signature of Investigator	Date
Signature of Witness	Date

APPENDIX E
INTERVIEW PROTOCOL

*Examining Urban Teachers' Perceptions of Family Literacy Partnerships
in Schools, Homes, and Communities.*

Interviewer: Andrea Dailey

Interviewee (Pseudonym):

Date:

Time of Interview:

Place:

This study will explore the experiences of urban teachers in an urban school district who are teaching/have taught literacy to students during remote learning.

Questions:

- (1) (Icebreaker) Tell me about your educational background? How long have you been a classroom teacher?

Probe: How many years have you taught in your current grade level? Have you taught any other grades? If so, what grade? Have you taught at any other school? If so, what school?

- (2) How would you define family literacy?

- (3) Describe the strategies you used to engage families in their child's literacy development?

- (4) Describe the strategies you used to engage families in their child's literacy development during remote learning.

Probe: How often did you engage families in their child's literacy learning before/during remote learning?

- (5) How do you define family literacy partnerships?

- (6) Please describe how you implement family literacy partnerships?

- (7) Please describe how you implement/implemented family literacy partnerships during remote learning?

Probe: What are additional strategies you think can be implemented to increase family literacy partnerships during remote learning.

- (8) How essential do you think it is for families you work with to be engaged in their child's literacy learning? Why
- (9) Please explain how important it is for you to engage families in their child's literacy learning.
- (10) Describe your overall experience teaching literacy remotely (scheduling, activities, use of technology, etc.)

Thank you so much for your time meeting with me. If possible, may I meet with you again or email you if I have questions. Once again, all information shared will be kept confidential throughout the study and reporting progress.

APPENDIX F
SAMPLE LESSON PLANS

KINDERGARTEN (T1, T2)

KINDERGARTEN		
Routine, Procedures, and Navigating Virtual Learning		
LEARNING GOAL FOR LESSONS		
STANDARD(S):		
Actively engage in group reading activities with purpose and understanding. [RL.K.10] Identify the front cover, back cover, and title page of a book. [RI.K.5] Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d]		
STUDENTS WILL KNOW: (Critical Information)	STUDENTS WILL BE ABLE TO DO:	
Schoology Platform Routines Procedures <i>Zoom</i>	Navigate <i>Zoom</i> and Schoology Virtual Learning Routines and Procedures	
ESSENTIAL QUESTION		
What are the routines and procedures for virtual learning?		
X New Knowledge	___ Deepening and Practicing	___ Generating & Testing Hypotheses
TEACHER-LED LIVE LESSON (SYNCHRONOUS) w/STUDENTS		
NOTE: (Include Activity you have students to do while in live lesson with teacher)		
<p>Monday: No School</p> <p>Tuesday: Introduction of the Teacher Read Aloud: Read Aloud of Teacher’s choice_ <i>Zoom</i> Expectations Login to <i>Zoom</i> Meeting. Go over <i>Zoom</i> tools with students and parents (Muting, Unmuting, turning video on and off, and Reactions)</p> <p>Wednesday: Introduction of each student and reread the read aloud book Login to Clever and show the apps that apply to them (<i>iReady</i>, <i>Zoom</i>, and Schoology)</p> <p>Thursday: Read Aloud parent volunteer Discussion about Letters- Upper and Lowercase Introduce virtual schedule to families Login to Schoology and show students and parents how to navigate (Folders, Assignment, Messages, Upcoming, Materials, Updates, and Courses)</p> <p>Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday): Use office hours in the afternoon to do additional <i>Zoom</i> meetings for those students and families that are struggling to navigate the virtual platforms.</p>		
TEACHER-LED LIVE LESSON SUMMARIZATION (SYNCHRONOUS) w/STUDENTS		
<p>Monday: No School</p>		

<p>Tuesday: <i>Zoom</i> Tools, Introduction of the Teacher, and Read Aloud_</p> <p>Wednesday: Introduction of each Student, reread the read aloud book Each student talks about how they felt on the first day of school. Clever Navigation and Clever apps- Introduce the apps iReady, <i>Zoom</i>, and Schoology. Login to iReady and show the difference between the reading and math portions. How to get to the <i>Zoom</i> app and open it in Clever. Schoology login help.</p> <p>Thursday: Schoology- Read Aloud Discussion about Letters- Upper and Lowercase How to navigate Folders, Assignment, Messages, Upcoming, Materials, Updates, Submit an Assignment, and Courses</p>
STUDENT INDEPENDENT ASSIGNMENT (ASYNCHRONOUS/AT-HOME)
<p>Monday: No School Tuesday: Review <i>Zoom</i> tools Wednesday: Review Schoology Thursday: Review iReady Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday): Use office hours in the afternoon to do additional <i>Zoom</i> Meetings for those students and families that are struggling to login to iReady</p>

FIRST GRADE (T3, T4)

LEARNING GOAL FOR LESSONS	
<p>STANDARD(S): Journey story “Why is going to school important?” ALCOS Reading/ELA: ELA w 1.9 ELA RL 1.7 ELA SL 1.2 WIDA STANDARD 2 Students will use listening and speaking</p>	
STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO:
<ol style="list-style-type: none"> Civil duties in the neighborhood Common nouns Physical characteristics of books, ie cover, title, pages, author & illustrator named Decoding using context and rereading to confirm understanding of word meaning. 	<ol style="list-style-type: none"> Name common nouns Create a list of places in the neighborhood Learn from community members from the neighborhood Understand concepts of print; ie word spacing, directionality, how special letters can convey meaning. Recognize features of sentences, capitalization and punctuation
<p style="text-align: center;">ESSENTIAL QUESTION What’s in the neighborhood?</p>	

Where do you live?

X_Introducing New Knowledge

_Deepening and Practicing

_Generating & Testing Hypotheses

TEACHER-LED LIVE LESSON (SYNCHRONOUS) w/STUDENTS

NOTE: (Include Activity you have students to do while in a live lesson with a teacher)

Monday

ELA/ PHONICS:

1. Model Venn diagram with the term neighborhood



2. Teacher will model word decoding with number words: one to ten for independent spelling recognition.
3. Students will engage in letter sound recognition and word building.
interactive notebook lesson Letter sounds, Sounds order together to build words,

READING:

1. Motivate and Engage Student Book p.5
2. Writing questions: What places do you see in a neighborhood? What people do you see?

Tuesday

ELA/PHONICS:

1. Model sentence parts: who what and when or how
2. View story sequence cards to record student words, and sentence responses.
3. Decoding practice with spelling connection: number words, short vowels, letter sounds symbol connections

READING: The Big Book story: *My colors, My World*

<https://www.youtube.com/watch?v=Yt5KkpjYAq0>

1. Lead children to use the title and the illustrations on the cover, title page, and pp. 2–3 to predict what the book is about.
2. Discuss general questions such as: What do you like about this book? Would you like to read this book again?
3. Develop comprehension: questions- How does the author tell about each color in the story?
What color does the author like best? How do you know? What color do you like best? How does the author make it easy to know which color she is telling about on a page? Is where you live like the desert?

Wednesday

ELA/PHONICS:

1. Teacher will present letter sound symbols to create words.

2. Student recognize letters in spelling number words.
3. Teacher will model spelling connection to practice letter sound and decoding.

READING: TE214

1. Teacher lead students to describe photos, using sentences and key words.
2. Students will engage in letter sound recognition and word building.
notebook lesson Words tell or ask
3. Read/ view the Think central story: <https://www.youtube.com/watch?v=uLscmicftD8>

Thursday

**Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling)
(Monday – Thursday):**

Repeat, restate, annotate, provide voice recording, present picture cues, and redirect

**TEACHER-LED LIVE LESSON SUMMARIZATION (SYNCHRONOUS)
w/STUDENTS**

Monday:

Illustrate vocabulary to show word meaning. Common nouns: person, place, animals and things

Tuesday:

Sequence story events, Teacher model

Wednesday:

Skill & drill spelling patterns in number words

**Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling)
(Monday – Thursday):**

Repeat, restate, annotate, provide voice and video recording, present picture cues, and redirect

STUDENT INDEPENDENT ASSIGNMENT (ASYNCHRONOUS/AT-HOME)

Monday:

Phonics practice at home with virtual room on Schoology and student notebook practice with written spelling words.

Tuesday:

1. For homework students will watch a video and discuss with family members about places to visit in a neighborhood

<https://www->

[k6.thinkcentral.com/content/hsp/reading/journeys2017/resources/common/videoPlayer/index.html?shortvid=07_JRNY_G1_U1_en&title=Stream%20to%20Start:%20Around%20the%20Neighborhood&page=xxx](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/resources/common/videoPlayer/index.html?shortvid=07_JRNY_G1_U1_en&title=Stream%20to%20Start:%20Around%20the%20Neighborhood&page=xxx)

Wednesday:

Review/ make up/ conference as needed

**Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling)
(Monday – Thursday):**

Provide annotations, provide voice and recording, and present picture cues in the video

SECOND GRADE (T5, T6)

Reading/ELA	LEARNING GOAL FOR LESSONS
STANDARD(S)	

ELA 2.1- Ask and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELA 2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**STUDENTS WILL KNOW:
(Critical Information)**

- Students will know how to compare and contrast information
- Students will know how to identify parts of a sentence
- Students will be able to spell words with short vowels o, u, and e
- Students will be able to identify characteristics of a good friendly letter.

STUDENTS WILL BE ABLE TO DO:

- Students will be able to compare and contrast things an author says in an informational text (Comprehension)
- Student will identify the parts of a complete simple sentence (Grammar)
- Students will be able to spell words with short vowels o, u, and e(Phonics)
- Students will be able to identify the characteristics of a good friendly letter. (Writing)

ESSENTIAL QUESTION

What are some things families like to do together?

X Introducing New Knowledge	___ Deepening and Practicing	___ Generating & Testing Hypotheses
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TEACHER-LED LIVE LESSON (SYNCHRONOUS) w/STUDENTS

NOTE: (Include Activity you have students to do while in live lesson with teacher)

Monday: Read “My Family”. The teacher will use the Target Strategy questioning throughout the reading. The teacher will use stopping points to stop and ask text dependent questions to check for comprehension. The teacher will discuss families with students. The teacher will introduce students to CVC words with short e, o, and u sound. The teacher and students will read and discuss vocabulary.

Tuesday: Students will listen to a read aloud of My Family. Students will engage in a conversation surrounding the topic “What are some things families like to do together”? Teacher will review the parts of a sentence. The teacher will use an anchor chart and video to begin the discussion of the parts of a Friendly letter.

Wednesday: Read the Analyze the text box in student book p. 54 (How are the activities of the adults the same as and different from the activities of the children on this page? Remind students that comparing means looking for ways things are the same. Contrasting means looking for ways things are different. Students will engage in a Nearpod/Flocabulary lesson on comparing and contrasting.

Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday):

Teacher will use sentence frames during questioning. The teacher will provide extra response time.

**TEACHER-LED LIVE LESSON SUMMARIZATION (SYNCHRONOUS)
w/STUDENTS**

Monday: At the end of the lesson the teacher will use the chat box to do a quick check for understanding. Students will identify a word with the short e, o, or u sound. Students will also answer a reflection question about the story.

Tuesday: Students will use a virtual Venn diagram to compare and contrast.

Wednesday: The teacher will focus on reviewing skills taught during the week.

Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday):

Teacher will use sentence frames during questioning. The teacher will provide extra response time.

STUDENT INDEPENDENT ASSIGNMENT (ASYNCHRONOUS/AT-HOME)

Monday: Students will practice the spelling words with the CVC pattern.

Tuesday: Students will read night reading passage with and write a friendly letter at home with parents.

Wednesday: Comparing and contrasting- Use a Venn diagram to show how my family is alike and different from the family in the story.

Friday: Students will complete a teacher assigned I-Ready lesson on short vowels.

Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday):

THIRD GRADE (T7, T8)

Grade 3 ELA

Reading: What do Illustrations Do?

Language: Simple Verb Tenses/Synonyms

Writing: Opinion Writing

LEARNING GOAL FOR LESSONS

STANDARD(S):
Reading Informational Text

- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI. 3.5]
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. [RI. 3.7]

Foundational Skills

- Decode multi-syllable words. [RF. 3.3c]
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]

Language

- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [L.3.1e]

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons. [W. 3.1]

**STUDENTS WILL KNOW:
(Critical Information)**

- how to analyze text features and images to form a conclusion about a topic.
- how to use images, maps, and more to make inferences
- how to decode multi-syllabic words
- how to form and use simple verb tenses
- how to write an opinion piece with supporting details
- how to read a map and identify and use map features.

STUDENTS WILL BE ABLE TO DO:

Reading Informational Text

- I can use text features to locate information in an informational text. [RI. 3.5]
- I can use information from illustrations and words to demonstrate understanding of a text. [RI. 3.7]
- I can analyze and evaluate the content of an informational text. [RI. 3.7]

Foundational Skills

- I can decode and read multi-syllable words with three-letter clusters. [RF. 3.3c]
- I can read a familiar text with expression. [RF.3.4b]

Language

- I can identify and apply the past, present, and future tenses of verbs. [L. 3.1e]

Writing

- I can write an opinion paragraph supporting a point of view with reasons. [W. 3.1]

ESSENTIAL QUESTION

(Story) What makes bats interesting and useful?

(Skill) How are the sequence of events in a text affected by cause and effect relationships?

__x__ Introducing New Knowledge	_x_ Deepening and Practicing	___ Generating & Testing Hypotheses
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TEACHER-LED LIVE LESSON (SYNCHRONOUS) w/STUDENTS

NOTE: (Include Activity you have students to do while in live lesson with teacher)

Monday: Word Work: Rapid letter review. Review syllable types.

Comprehension: Whole class reading of main text selection with TDQs.

Language: Students will learn about helping verbs in conjunction with verb tenses.

Writing: Students will begin a writing project with a sentence frame: “I think _____ is the best thing about Christmas because _____.”

Students are preparing for the project we’ll do together next week in which they make their own map of Santa’s Village.

Tuesday: Word Work: Rapid letter review. Review syllable types.

Comprehension: Second whole class reading of main text selection. Students will focus on the sequence of events by identifying time-order words in the text.

Language: Students will continue practicing helping verbs and verb tenses.

Writing: Students will begin writing first rough draft of essay.

WEDNESDAY: STUDENT ASSIGNMENT (ASYNCHRONOUS/AT-HOME)

Read at chapter book at home

Thursday:

Word Work: Rapid letter review. Review syllable types.

Comprehension: Students will complete comprehension test for main text selection.

Language: Students will complete spelling test. Students will practice identifying proper verb tenses in sentences and changing them with synonyms while maintaining correct tense. Students will begin forming their own sentences and working collaboratively.

Writing: Students will continue writing the first rough draft of the essay.

Friday:

Word Work: Rapid letter review. Review syllable types.

Comprehension: Students will identify text/graphic features from Social Studies text. Students will complete vocabulary test.

Language: Students will complete grammar test.

Writing: Students will share their writing in a Flipgrid video.

Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday):

**TEACHER-LED LIVE LESSON SUMMARIZATION (SYNCHRONOUS)
w/STUDENTS**

Monday:

- **Spelling/Vocab** What are the sounds of our three-letter clusters from lesson 7?
- **Reading:** How are the two illustrators work different? How are they the same?
- **Language:** Give me one example of a verb in past tense and that same word in present tense.
- **Writing:** What is an opinion?

Tuesday:

- **Spelling/Vocab** What does the word imagine mean?
- **Reading:** How does the author show time-order in the text?
- **Language:** Students will complete teacher-created worksheet using correct helping verbs and verb tenses.
- **Writing:** What are details?

Thursday:

- **Spelling/Vocab** Write a sentence using one spelling word and one vocabulary word. How do you know you used the words correctly?
- **Reading:** Describe the connection between the steps an illustrator takes to illustrate a book as listed in the text.
- **Language:** What is a synonym?
- **Writing:** What is critical to include in our writing when stating our opinion?

Friday:

- **Spelling/Vocab** Students will use Quizlet: Spell
- **Reading:** Which is more important in a book--the words or the pictures? Why?
- **Language:** What is a synonym for the word “rattled” in present tense?
- **Writing:** What is the opposite of an opinion?

Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday):

STUDENT INDEPENDENT ASSIGNMENT (ASYNCHRONOUS/AT-HOME)

Monday: Students will complete Quizlet flashcards with family members. Students will complete grammar assignment on helping verbs.

Tuesday: Students will complete Quizlet learn. Students will begin writing first draft of paragraph. Students will complete grammar assignment on helping verbs and verb tenses.

Wednesday: 30 minutes of iReady Reading, 30 minutes on MyOn, Read or Listen to Rainforest with family member

Thursday: Complete Quizlet spell. Parents will provide student with support to record video showing written answers for spelling test.

Friday: Vocab test, Read a book on MyOn; social studies test.

Adaptations for Unique Student Needs (ELL, Special Education, Gifted, Struggling) (Monday – Thursday):

APPENDIX G

THEMES

THEME 1: PARENTS' ROLE IN LITERACY LEARNING	
Sub-theme:1 Parents as Role Models	<p>T7 - <i>I think parents must be the initial ones to help their child with literacy learning at home. I believe they should take the leading role with modeling and teaching their children literacy skills.</i></p> <p>T1 - <i>Parents should be the intentional role models for teaching their children to read and write. Parents should understand that everything they do in front of their children is a learning experience. Parents must take the time to read themselves, then maybe if their children see them reading it will encourage them to read.</i></p> <p>T4 - <i>I would mimic my mom when she would look in magazines in the house. She would always have magazine on the living room table, and she would always flip through them when she was in her quit time.</i></p> <p>T8 - <i>In my opinion, family literacy in parents first working with their children at home with literacy. These activities can include learning the alphabet, writing their names, and playing reading games. I think it is critical that parent's take the time to teach their children at home before their children attend school.</i></p> <p>T2 - <i>I think family literacy is when parents take the time to participate or involve their children in speaking and listening activities, reading books at home with their children and asking and answering reading comprehension questions together</i></p>
Sub-theme 2: Creating Literacy-Rich Home Environments	<p>T4- <i>Parents and their children must have time to come together and read. Family literacy is a bond when the parents and children read a book at home. In addition to parents reading with their children, big sisters and big brothers are included in family literacy. They can help them read as well. When I taught reading lessons during remote learning, my students' older siblings assisted them with their reading lessons. The older siblings were helpful when their parents were not available.</i></p> <p>T7- <i>Parents and children must share a space to read together at home and discuss what their child is reading in class. I always tell my parents that it just takes something small; it does not have to be a novel. I let them know that it's okay to start small. Then, we can progress and build upon our strategy so that fluency will increase. If students and families can do that effectively, we have positive family literacy.</i></p>

	<p>T5- <i>Displaying print around homes is beneficial. In my house, when my children were young, I showed them the alphabet on paper and placed them on the refrigerator. When they were a bit older, I would write words on objects in the house. For example, I would write the word lamp on lamp shades with the letters in different colors. So therefore, we were still learning the word lamp and the colors at the same time.</i></p> <p>T8 - <i>Family literacy I would term that as a family dynamic in the form of reading books to your child nightly, you know introducing them to new words and exposing them to different forms of reading and print at home</i></p> <p>T6 - <i>Uhm, I think of family literacy as experience for young children and their parents to collaboratively work and read together</i></p> <p>T2 - <i>I think it's the way that a group of related individuals, how they use and how they value literacy in their connected circles and in their everyday lives learning and reading books together</i></p>
<p>Sub-theme 3: Exploring Literacy in Everyday Life</p>	<p>T1- <i>When children are with their families at the store, if their family is looking for an item like a toaster, they can help ask the salesclerk where the toaster is; this is an opportunity for the parent and the kid to look on the aisle and read signs and look for the item together.</i></p>
<p>THEME 2: PARTNERSHIPS THROUGH PARENTAL INVOLVEMENT</p>	
<p>Sub-theme: 1 Flexible Modes of Communication</p>	<p>T3- <i>This was my first time learning to communicate with families without sending home information and reading resources with the students. Since I could not physically give all my student's newsletters to go home to my parents, I had to use different ways to communicate with them. I used my email, Class Dojo, Schoology, and Zoom. For my ESL family, I had to download the Google Translate App.</i></p> <p>T5- <i>I communicated with families through emails, Class Dojo, and Zoom. These different options helped me to involve more of my parents. I allowed my parents to call me on my phone. I prioritized reaching out to families to explain what was going on with their children. I talked with families on the phone about spelling words, and that is what we did. These platforms are beneficial because it was quick and easy to access for parents. I would also ask families to call me on three-way to ask questions about class assignments. Some phone calls consisted of going over the spelling words with the parent and child.</i></p>

<p>Sub-theme: 2 Opportunities for Participating/ Volunteering</p>	<p>T4- <i>I provided several opportunities for my family to volunteer in class. I did not stray away from what I did during in-person learning; I still invited parents to my class. During remote learning, I provided my families with a virtual volunteer list. Some of my parents signed up to monitor my class in the breakout room. Also, I allowed parents to come in and read to my students and participate in storytelling. I like the new way parents can pop in a virtual Zoom and volunteer and participate. Also, this allowed me to see and talk with parents that I did not see during face-to-face learning.</i></p> <p>T1- <i>I was shocked to see the number of fathers and other family members that participated when I assigned projects. I felt that the dad in my class stepped up and shared the load with their spouses. They did this by participating and helping their kid with their literacy projects. Seeing dads come and participate was very impactful. It's almost as if they had teamed up to get it done. I felt that assigning projects would help the entire family participate in the child's literacy learning. I felt like the mom was involved, the dad was concerned, the grandparents, the aunts. Some days I had kids at their mom's house, and some days at their aunt's house; it was interesting to see how all the family were involved.</i></p>
<p>Sub-theme: 3 Home Literacy Learning</p>	<p>T6- <i>To help students and families at home, I assigned books online on the reading MyOn platform. I provided reading resources to families and shared YouTube videos to learn some of the strategies I was teaching them in class. I also recorded my class literacy instruction lessons and shared them with families. These videos provided parents support if their children were absent or if they needed a refresher of their literacy skills.</i></p> <p>T7- <i>I provided families with as many online resources on MyOn and News ELA. Since students may not have books at home, I provide stories and reading passages on our schools' online platforms. I posted websites and uploaded resources on the Schoology platform, where parents could assess online.</i></p> <p>T5- <i>Since parents were already using the digital platforms, I uploaded videos or teaching and videos of the reading skills for the week from YouTube or other resourceful sites to help support families at home. Also, I allowed students and parents who needed classwork and homework assistance to stay on the Zoom session after-class</i></p>

	<i>assignments. I showed them how to find online books. I made sure they did not leave their child by themselves during this time because I wanted them there. I felt that they needed to be there to have an opportunity to engage in the discussion.</i>
Sub-theme: 4 Community Collaboration	T1- <i>I knew that the libraries were closed due to the COVID-19 pandemic, so I tried to invite as many people from the community as possible. Many people, not just from students' immediate families, I tried to get everybody involved to help our class. I know people from the community who worked at different jobs, and I asked them to come in and share important information with my class.</i>
THEME 3: VALUE OF FAMILY LITERACY COLLABORATION	
Sub-theme: 1 Literacy Development	<p>T7- <i>I had many struggling readers in my class during remote learning. I was able to see positive changes in the reading assignments and tests they completed. I noticed that the students showing the most significant improvement were students whose parents stayed in close contact with me. I saw my student's growth by looking at their district assessments. I could tell which families used the material and literacy strategies I gave them. It was evident in those parents who were not as involved.</i></p> <p>T6- <i>For those parents who reached out and logged in to my class regularly, I could tell the difference in how their child reading performance and skills improved based on their reading diagnostic test. Our kids must take an I-Ready Reading diagnostic test at the beginning of school. I noticed a difference in the students whose parents reached out and communicated with me about reading strategies.</i></p> <p>T1- <i>I needed to collaborate with my parents during remote learning because I did not want them to miss out on the necessary literacy skills. As I reached out and collaborated with parents, I was able to see a gradual growth in those students. When I administered the online fluency assessments or held up flashcards in class, I noticed that they were more fluent. I also heard them reading more fluently when I asked them to read in class.</i></p>
Sub-theme: 2 Building Positive Relationships	T3- <i>Building partnerships and engaging families in their child's literacy learning is crucial because it made it easier for me; I learned their style and personality. And they could trust and say, you know, I don't know how to do this, or my child does not know how to do that without getting intimidated. It means a lot to engage my parents. I want to have a good relationship with them</i>

	<p>T5- <i>For the parents involved in their child’s literacy learning while it was taught remotely, I had an opportunity to develop a better relationship with them. I wanted them to understand that I was there to support them and their child. I want them to trust that I will get it done; it must be done. I will do it. Partnering with families will help me form a positive relationship with my parents. A working relationship. I am not here to harm a parent-teacher relationship but help them.</i></p> <p>T4- <i>I wanted to build a relationship with my parents. Therefore, I knew I had to stay in a position to always be there for my parents and students. When a parent called me and said, they were having issues teaching their child how to read. Many of them knew and trusted, based on previous experiences, that I was doing all I could do to support them and teach their child to be literate.</i></p>
THEME 4: BARRIERS TO FAMILY LITERACY PARTNESHIP	
<p>Sub-theme: 1 Lack of Accessibility</p>	<p>T8- <i>I also sent out weekly emails, made phone calls, and posted individual messages, but some parents could not access them because they had trouble logging into the Zoom platform. Although I communicated and posted assignments in Schoology, I received very little participation from my students and parents.</i></p> <p>T7- <i>The internet was a problem; I found that people could not connect for whatever reason because we had many connective tissues. Those that could get online and use the computers. I created a Google website to provide the resources on the screen. That way, without them having to download anything cause with smartphones, it’s challenging if you’re not literate with technology.</i></p> <p>T2- <i>Many of my parents stayed behind online if they needed some assistance from me with technical issues, and I would try to help them log into the school’s platforms. Also, they didn’t understand how to access the needed information for class, and it was new to me as well, but I always offered my time.</i></p>
<p>Sub-theme: 2 Balancing Other Responsibilities</p>	<p>T8- <i>It was difficult for me to include families in their child literacy learning because many explained that they were busy with other affairs. In addition, many of my parents stated that they were working from home and could not participate during class time in our school literacy activities.</i></p>

<p>Sub-theme: 3 Unprepared/Lack of Training</p>	<p>T8-<i>Although some of my families had devices, I still struggled to get reading material to them because they were not trained on how to use the school's platforms to locate the literacy material I uploaded. Many of my students were at home with grandparents and other family members, and they were not prepared and able to provide much literacy support.</i></p> <p>T5-<i>Initially, I did not know what I was doing; nobody told us how to do this. We had to learn all these new systems and platforms. Sometimes I struggled with communicating with my families because it was just too much trying to make sure I reached all parents and students. I did not know how to share literacy resources with my parents. I had to go home and have my daughter help me send out messages and get resources to my parents</i></p>
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