

The socioeconomic status and the context of literacy achievement in minority education

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Teachers have a unique position and opportunity by virtue of their profession to be able to present and guide students along a path of discovery. Educators, mentors, parents, communities are all responsible for accomplishing milestones when considering closing the achievement gap for students of various cultural, social, and economic backgrounds in their quest for knowledge. The achievement gap, in spite of multiple longitudinal efforts and struggles for educational system reform continues to persist in school's diverse population. The outcomes of the educational process for the minority student population, especially for African Americans and Hispanics are always at the center of performance analysis and deemed to be greatly improved. We aim to understand achievement gaps in terms of the particular educational and socio-cultural context of family background (mothers' influence). In addition, educational strategies that teachers of culturally diverse learners or of a minority background design for reducing literacy gap will be discussed.