DOWNLOAD PDF INVOLVING FAMILIES IN SCHOOL MATHEMATICS

Chapter 1 : Parent Involvement in Schools | Education World

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Epstein and Karen Clark Salinas A well-organized program of family and community partnerships yields many benefits for schools and their students. What is the difference between a professional learning community and a school learning community? Professional teamwork is important and can greatly improve teaching, instruction, and professional relationships in a school, but it falls short of producing a true community of learners. One component of a school learning community is an organized program of school, family, and community partnerships with activities linked to school goals. Pipe Dream or Possibility? Is it a pipe dream to think that every school can become a true learning community, or is it really possible? During the past eight years, more than 1, schools, districts, and state departments of education in the National Network of Partnership Schools at Johns Hopkins University have worked with researchers to develop and implement programs of school, family, and community partnerships. Their efforts have produced not only many research publications but also research-based materials that elementary, middle, and high schools can use to customize and continually improve their programs of family and community involvement Epstein et al. Made up of teachers, administrators, parents, and community partners, the Action Team is linked to the school council or school improvement team. With a clear focus on promoting student success, the team writes annual plans for family and community involvement, implements and evaluates activities, and integrates the activities conducted by other groups and individual teachers into a comprehensive partnership program for the school. Annual action plans use a research-based framework of six types of involvementâ€”parenting, communicating, volunteering, learning at home, decision making, and collaborating with the communityâ€”to focus partnerships on school improvement goals see fig. By implementing activities for all six types of involvement, schools can help parents become involved at school and at home in various ways that meet student needs and family schedules. Six Types of Involvement Parenting. Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Communicate with families about school programs and student progress. Create two-way communication channels between school and home. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks. Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations. Collaborating with the Community. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community. The following examples illustrate how schools in urban, suburban, and rural locations are working to create effective programs of family and community involvement to strengthen their learning communities. Welcoming All Families A school learning community welcomes all families. Many schools serve a diverse range of students, including new immigrants and refugees. The parents of such students, like all parents, want their children to succeed in school. These children, like all students, do better when their parents and teachers are partners. In a welcoming school, educators appreciate differences and involve all families in many ways throughout the school year. Like many schools in the National Network of Partnership Schools, Madison Junior High in Naperville, Illinois, fosters a welcoming environment by implementing activities for all six types of family involvement. All activities were linked to goals for students in the school improvement plan and help foster an active learning community. Roosevelt Elementary School in St. Paul, Minnesota, organized the Second Cup of Coffee programâ€”a monthly morning activity during which parents have the opportunity to meet with teachers, administrators, and other parents and discuss such school activities

as testing, homework, and reading programs. Translators encouraged parents with diverse linguistic and cultural backgrounds to attend these and other school activities. Early Childhood Center 17 in Buffalo, New York, conducted its Diversity Celebration program to help students, teachers, and families learn about and appreciate more than eight cultural groups represented in their learning community. Families and community volunteers contributed cultural items and worked with students on costumes, skits, poems, songs, and dances. Focusing on Achievement A school learning community puts a laserlike focus on student learning and success. The home, school, and community connections make school subjects more meaningful for students. For example, Clara E. Westropp School in Cleveland, Ohio, conducted monthly family reading nights. The school librarian identified age-appropriate books for students from kindergarten through grade 4. Parents, teachers, retired teachers, and high school students performing community service volunteered to listen to children retell the stories they had read and to discuss plots, settings, and characters. The students took tests on the books they had read and then moved on to new reading. The program expanded from a pilot project to a whole-school activity, creating an active reading community. Many schools in the National Network of Partnership Schools conduct reading-partner programs once a week, twice a month, or on other schedules with a variety of volunteers, including parents, senior citizens, and community groups. Others hold special reading events. Wright School in Buffalo, New York, ran a reading marathon for 26 days to focus the entire community on reading. This event involved parents, grandparents, and others in the communityâ€”for example, police officers, firefighters, local authors of books for children, the mayor, judges, local celebrities, and older studentsâ€”in reading activities. The Lea Conmigo Read with Me program, conducted by Families in Schools in Los Angeles, California, provided books to more than 23, students and families in an effort to improve the early literacy skills of preschool and kindergarten children. Teachers introduced the program to parents, many of whom did not speak English. Data show that students improved their reading skills and parents increased the time they read with their children. Partnerships for writing take many forms, including workshops n the writing process, activities that engage parents in writing, presentations by local authors, and celebrations of student writing before family and community audiences. All sessions were videotaped for parents who could not attend. Other schools have students share their stories, poems, journals, and artwork with their parents. At Discovery School 98 in Buffalo, New York, students discussed their portfolios with family members or neighbors who came to class. Visitors were given a list of questions to ask to keep the discussion moving. Many schools take other innovative approaches. Many new immigrant parents created books and videos about their lives and experiences, wrote poems about their children, and then presented their work to their children. For Math Night, the school invited families to learn about the new Ohio state math standards. The Action Team for Partnerships, in cooperation with parents, teachers, and community partners, provided dinner, conducted teacher-led math sessions on ways to help students with math at home, distributed take-home bags of math materials and information on state standards, handed out coupons from local businesses, and even held a math-related raffle. In an estimation project called Beat Pete, a math class followed Pete, a local moving man, to estimate the weight and cost of a moving job. The program provided students with bus transportation, printed materials to prepare for the estimation task, and prizes for best estimates. Students who failed a practice math test were invited with their parents to additional sessions. The teachers enjoyed working with one another as well as with parents and students to reach an important school goal as they strengthened their math learning community. Because most parents cannot frequently come to the school building to see what their children are learning, new designs for homework hold promise for engaging all parents in weekly discussions with their children about schoolwork. Homework is part of a full program of school, family, and community partnerships and extends the learning community to include student learning outside school Epstein, ; Van Voorhis, Planning for college and work. In school learning communities, educators, parents, and community partners help students focus on their plans for college and careers and on the education requirements they must fulfill to meet their goals. Eleventh graders researched a career of interest, interviewed a professional in their selected field, and created a personal career path and portfolio about that career. This age-appropriate activity reflects research findings that demonstrate the importance of parent-student discussions throughout high school about education and future plans. In , more than mothers

and daughters made college visits to California State University at Northridge. The program serves 17 schools and approximately mother-daughter teams, and participation continues to grow. The GOT College program guides boys, girls, and family members to visit local colleges and to plan their middle and high school programs to enable students to qualify for college. Teachers in the middle grades at Good Shepherd School in Peace River, Alberta, asked community instructors in tai chi, tae kwon do, and hip-hop dance to volunteer their time to conduct fitness classes for students during the lunch hour. This program, known as Try It at Lunch, enrolled many students, increasing interest in the community programs. Students wrote letters to invite senior citizens to become pen pals and to interact in other ways. Parents helped students coordinate several events, including a dinner to honor the seniors. The seniors, too, shared their talents and participated as guest readers, oral historians, and volunteers at school. The project extended the demographics of the learning community by including senior citizen neighbors. Studies indicate that enriched learning activities help students do better in school, but not all families have extra resources for such activities. At East Taunton Elementary School in Taunton, Massachusetts, business partners provided part of the costs of buses and entrance fees for students and families to visit museums and attend cultural programs. Many community partners are more willing to help when they know that their investments contribute to student learning and success in school. Local medical center volunteers provided students and families with health care information and medical testing, gave presentations on careers and hobbies, led science activities, and supplied nutritious treats to sustain students during achievement testing. In return, students conducted community service activities for patients and hospital staff, created art displays, and performed at hospital celebrations. Strengthening School Learning Communities Schools have a vested interest in becoming true learning communities. To learn at high levels, all students need the guidance and support of their teachers, families, and others in the community. The federal legislation, related state and district policies, school goals, family and student expectations, and useful research on partnerships are converging to encourage all schools to establish active and effective learning communities. The schools featured here differ from most schools in two important ways. Organizationally, educators, parents, and other partners are working together to systematically strengthen and maintain their family and community involvement programs over time. Creating a community of readers. School, family, and community partnerships: Preparing educators and improving schools. Your handbook for action 2nd ed. A new wave of evidence: The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory. Promising partnership practices The Elementary School Journal, , 19â€”

Chapter 2 : UNICEF - Teachers Talking

Involving Families in School Mathematics: Readings from "Teaching Children Mathematics," "Mathematics Teaching in the Middle School," and "Arithmetic Teacher by Douglas Richard Montgomery Edge (Author, Editor).

Children learn better when their parents and other family members are interested in, and involved with, the school and with education. When we involve families in learning, we enhance the potential for learning in our classrooms, and we create support for our teaching in many ways. Making contact There are several effective ways to initiate communication with the families of children in your class. Begin by trying the method that appeals to you most, but be sure to try other methods on later occasions. To create effective contact and co-operation: Invite families to a group meeting. Group meetings are great ways to make your first contact, and to sustain contact two or three times during the year. In the first meeting, introduce yourself, and describe the general learning goals for the year. Show families the classroom, and describe the specific ways that they can help by volunteering time and energy. You can also describe special projects that the class has completed or has coming up, and invite families to "presentation days" for plays and oral presentations. Be sure to keep meetings brief, and focused. You should be able to accomplish everything you need to do in an hour or less. Once or twice a year, if possible, schedule ten or twenty-minute individual meetings with the parents of children in your class. Conferences should not be seen in a negative light. They should be considered normal parts of the school experience, and valuable opportunities for families and teachers to share their insights and concerns. If you schedule conferences throughout the year, eight conferences per month will enable you to meet with families of 40 students in five months, or roughly half a school year. Alternatively, you can hold shorter meetings with all parents in two- or three-week concentrated periods. When children finish a project, such as writing a story or a report, or diagramming geometric figures, you can elect to send the work home with them instead of posting it in the classroom or adding it to portfolios. Guide learners in tapping the knowledge in their homes. If appropriate, impress upon family members that reading to young children at home is one of the surest ways to enhance their learning in school. You may also wish to explain that writing is an important activity also, and that it is beneficial for children to practice it, even if they form letters or spell incorrectly while they are learning. Family members can also offer a wealth of stories and information that can connect to learning in the classroom. In language arts and social studies, invite children to interview parents or grandparents about their own childhood years including games, stories, historic events, and so on , and to render these as stories or essays. Invite family members to act as aides in the classroom. When family members have both the time and the interest, they can be valuable assistants in the classroom and on field visits. In addition, they will have a chance to understand both the challenges that you face as a teacher, and the good work you do to overcome those challenges. It is critical that you outline specific duties for family volunteers. They can assist children with all kinds of projects, including those in which the adults have special skills, such as woodworking or working with fabric. Mapping involvement Create a plan to engage families in the education of their children. If you completed the journal activity, "Assessing things as they are," in Teachers and communities, you may want to review the results. Begin by summarising the current relations that you have to the family members of children in your class. How do you communicate with them? At the top of a separate page of your journal, write two to four ways in which you would like to engage families, such as "Holding a group meeting," "Encouraging reading at home," and "Organising volunteers for field visits," and "Organising volunteers in class. If you have a group meeting early in the year, you can use that to solicit classroom volunteers and to discuss the value of reading to children at home. Mark the starting dates and other relevant dates on your calendar or in your date book.

Chapter 3 : The Impact of Family Involvement on the Education of Children Ages 3 to 8 | MDRC

Auto Suggestions are available once you type at least 3 letters. Use up arrow (for mozilla firefox browser alt+up arrow) and down arrow (for mozilla firefox browser alt+down arrow) to review and enter to select.

Many try to do too well and hover around them when they do homework, which can stifle creativity and self-development. Others let them roam free and hardly monitor their progress. Yet, studies are unanimous: Better yet, teachers, too, are positively affected when parents take interest. For teachers, involving parents boosts positive self-perception and job satisfaction. The challenge is to help them understand how they can help their child succeed. Positive Study Environments Help parents find a balance that works for their child. Provide information and ideas about how to best assist with homework and other curriculum-related activities. Set up clear homework policies. Ask parents to stick to a study routine and set up a homework-friendly area where distractions are kept to a minimum. That means enforcing a no-TV, computer, or phone environment. This will help parents build constructive relationships with their child as well. Some good ideas include fun science experiments , DYI activities, family trips to the library, age-appropriate museum exhibitions, and theatrical plays. Only then will they be able to complement your efforts outside the classroom. Start by introducing yourself at the beginning of the school year. Establish a homework hotline where families can call to retrieve forgotten or missed assignments. Talk with parents, not at them. Establish a rapport of equality and create a comfortable atmosphere. Place the student at the center of all communications, making sure that parents understand they are the priority. Avoid the education jargon and be concise. Rather, ask parents for their input and suggestions. Ask families about their communication preferences. This includes desired frequency and preferred medium of communication. Send class newsletters and performance reports accordingly. Not every parent likes to receive email updates every week. This can be a fantastic tool to share classroom updates and involve parents you throughout the year. Public or private, your blog can become the place where you discuss study activities, your personal philosophy on teaching, field trips, and more. Edublog or Wix feature a wide array of easily customizable templates to get you set up with a professional-looking blog for free. Seeing your face is a good way to humanize communications and to help parents to connect with you more effectively. School Activities Encourage volunteering. Ask families to participate in bake sales, lemonade stands, or car washes to raise funds for school supplies. Another good idea is to invite parents to talk about their careers and skills. Include them in decision-making. Empower parents by creating a parent-teacher group. This will promote open communication and understanding between parents and school staff. Ask the group for their feedback about classroom activities, school programs, field trips, and events. Get to know them better. Organize parents-teacher workshops where you can discuss homework, tests, and study skills. Make these events fun and unique: Passionate about connecting the world through languages, she holds a master from Sciences Po in Paris.

Chapter 4 : Figure This! Math Challenges for Families - Family Corner Other Resources

Fostering your child's success in school mathematics Fostering your child's success in school mathematics Prekindergarten-Grade 12 a family, s guide.

We now turn our attention to what it takes to develop proficiency in teaching mathematics. Proficiency in teaching is related to effectiveness: Proficiency also entails versatility: Teaching in the ways portrayed in chapter 9 is a complex practice that draws on a broad range of resources. Despite the common myth that teaching is little more than common sense or that some people are just born teachers, effective teaching practice can be learned. In this chapter, we consider what teachers need to learn and how they can learn it. First, what does it take to be proficient at mathematics teaching? If their students are to develop mathematical proficiency, teachers must have a clear vision of the goals of instruction and what proficiency means for the specific mathematical content they are teaching. They need to know the mathematics they teach as well as the horizons of that mathematicsâ€"where it can lead and where their students are headed with it. They need to be able to use their knowledge flexibly in practice to appraise and adapt instructional materials, to represent the content in honest and accessible ways, to plan and conduct instruction, and to assess what students are learning. Helping Children Learn Mathematics. The National Academies Press. If you can interweave the two things together nicely, you will succeedâ€¦. Believe me, it seems to be simple when I talk about it, but when you really do it, it is very complicated, subtle, and takes a lot of time. It is easy to be an elementary school teacher, but it is difficult to be a good elementary school teacher. Used by permission from Lawrence Erlbaum Associates. Teaching requires the ability to see the mathematical possibilities in a task, sizing it up and adapting it for a specific group of students. In short, teachers need to muster and deploy a wide range of resources to support the acquisition of mathematical proficiency. In the next two sections, we first discuss the knowledge base needed for teaching mathematics and then offer a framework for looking at proficient teaching of mathematics. In the last two sections, we discuss four programs for developing proficient teaching and then consider how teachers might develop communities of practice. The Knowledge Base for Teaching Mathematics Three kinds of knowledge are crucial for teaching school mathematics: Page Share Cite Suggested Citation: In our use of the term, knowledge of mathematics includes consideration of the goals of mathematics instruction and provides a basis for discriminating and prioritizing those goals. Knowing mathematics for teaching also entails more than knowing mathematics for oneself. Teachers certainly need to be able to understand concepts correctly and perform procedures accurately, but they also must be able to understand the conceptual foundations of that knowledge. In the course of their work as teachers, they must understand mathematics in ways that allow them to explain and unpack ideas in ways not needed in ordinary adult life. Knowledge of students and how they learn mathematics includes general knowledge of how various mathematical ideas develop in children over time as well as specific knowledge of how to determine where in a developmental trajectory a child might be. Knowledge of instructional practice includes knowledge of curriculum, knowledge of tasks and tools for teaching important mathematical ideas, knowledge of how to design and manage classroom discourse, and knowledge of classroom norms that support the development of mathematical proficiency. Teaching entails more than knowledge, however. Teachers need to do as well as to know. For example, knowledge of what makes a good instructional task is one thing; being able to use a task effectively in class with a group of sixth graders is another. Understanding norms that support productive classroom activity is different from being able to develop and use such norms with a diverse class. Knowledge of Mathematics Because knowledge of the content to be taught is the cornerstone of teaching for proficiency, we begin with it. Many recent studies have revealed that U. The mathematical education they received, both as K students and in teacher preparation, has not provided them with appropriate or sufficient opportunities to learn mathematics. As a result of that education, teachers may know the facts and procedures that they teach but often have a relatively weak understanding of the conceptual basis for that knowledge. Many have difficulty clarifying mathematical ideas or solving problems that involve more than routine calculations. Many have little appreciation of the ways in which mathematical knowledge is generated or justified. Preservice

teachers, for example, have repeatedly been shown to be quite willing to accept a series of instances as proving a mathematical generalization. Although teachers may understand the mathematics they teach in only a superficial way, simply taking more of the standard college mathematics courses does not appear to help matters. The evidence on this score has been consistent, although the reasons have not been adequately explored. For example, a study of prospective secondary mathematics teachers at three major institutions showed that, although they had completed the upper-division college mathematics courses required for the mathematics major, they had only a cursory understanding of the concepts underlying elementary mathematics. For the most part, the results have been disappointing: Most studies have failed to find a strong relationship between the two. Many studies, however, have relied on crude measures of these variables. The measure of teacher knowledge, for example, has often been the number of mathematics courses taken or other easily documented data from college Page Share Cite Suggested Citation: Such measures do not provide an accurate index of the specific mathematics that teachers know or of how they hold that knowledge. Teachers may have completed their courses successfully without achieving mathematical proficiency. Or they may have learned the mathematics but not know how to use it in their teaching to help students learn. They may have learned mathematics that is not well connected to what they teach or may not know how to connect it. The empirical literature suggests that this belief needs drastic modification and in fact suggests that once a teacher reaches a certain level of understanding of the subject matter, then further understanding contributes nothing to student achievement. Fourth graders taught by teachers who majored in mathematics education or in education tended to outperform those whose teachers majored in a field other than education. That crude measures of teacher knowledge, such as the number of mathematics courses taken, do not correlate positively with student performance data, supports the need to study more closely the nature of the mathematical knowledge needed to teach and to measure it more sensitively. The research, however, does suggest that proposals to improve mathematics instruction by simply increasing the number of mathematics courses required of teachers are not likely to be successful. As we discuss in the sections that follow, courses that reflect a serious examination of the nature of the mathematics that teachers use in the practice of teaching do have some promise of improving student performance. Teachers need to know mathematics in ways that enable them to help students learn. The specialized knowledge of mathematics that they need is different from the mathematical content contained in most college mathematics courses, which are principally designed for those whose professional uses of mathematics will be in mathematics, science, and other technical fields. Why does this difference matter in considering the mathematical education of teachers? First, the topics taught in upper-level mathematics courses are often remote from the core content of the K curriculum. Although the abstract mathematical ideas are connected, of course, basic algebraic concepts or elementary geometry are not what prospective teachers study in a course in advanced calculus or linear algebra. Second, college mathematics courses do not provide students with opportunities to learn either multiple representations of mathematical ideas or the ways in which different representations relate to one another. Advanced courses do not emphasize the conceptual underpinnings of ideas needed by teachers whose uses of mathematics are to help others learn mathematics. While this approach is important for the education of mathematicians and scientists, it is at odds with the kind of mathematical study needed by teachers. Consider the proficiency teachers need with algorithms. The power of computational algorithms is that they allow learners to calculate without having to think deeply about the steps in the calculation or why the calculations work. Over time, people tend to forget the reasons a procedure works or what is entailed in understanding or justifying a particular algorithm. Because the algorithm has become so automatic, it is difficult to step back and consider what is needed to explain it to someone who does not understand. Most advanced mathematics classes engage students in taking ideas they have already learned and using them to construct increasingly powerful and abstract concepts and methods. Once theorems have been proved, they can be used to prove other theorems. It is not necessary to go back to foundational concepts to learn more advanced ideas. Teaching, however, entails reversing the direction followed in learning advanced mathematics. In helping students learn, teachers must take abstract ideas and unpack them in ways that make the basic underlying concepts visible. For adults, division is an operation on numbers. She wants to put 6 cookies on each plate. How many plates will she

need? He wants to put all the cookies on 6 plates. If he puts the same number of cookies on each plate, how many cookies will he put on each plate? These two problems correspond to the measurement and sharing models of division, respectively, that were discussed in chapter 3. Young children using counters solve the first problem by putting 24 counters in piles of 6 counters each. They solve the second by partitioning the 24 counters into 6 groups. In the first case the answer is the number of groups; in the second, it is the number in each group. Until the children are much older, they are not aware that, abstractly, the two solutions are equivalent. Teachers need to see that equivalence so that they can understand and anticipate the difficulties children may have with division. To understand the sense that children are making of arithmetic problems, teachers must understand the distinctions children are making among those problems and how the distinctions might be reflected in how the children think about the problems. The different semantic contexts for each of the operations of arithmetic is not a common topic in college mathematics courses, yet it is essential for teachers to know those contexts and be able to use their knowledge in instruction. The division example illustrates a different way of thinking about the content of courses for teachersâ€”a way that can make those courses more relevant to the teaching of school mathematics. Teachers are unlikely to be able to provide an adequate explanation of concepts they do not understand, and they can hardly engage their students in productive conversations about multiple ways to solve a problem if they themselves can only solve it in a single way. Most of the investigations have been case studies, almost all involving fewer than 10 teachers, and most only one to three teachers. Not surprisingly, these teachers gave the students little assistance in developing an understanding of what they were doing. The teacher also needs to be sensitive to the unique ways of learning, thinking about, and doing mathematics that the student has developed. Each student can be seen as located on a path through school mathematics, equipped with strengths and weaknesses, having developed his or her own approaches to mathematical tasks, and capable of contributing to and profiting from each lesson in a distinctive way. Teachers also need a general knowledge of how students thinkâ€”the approaches that are typical for students of a given age and background, their common conceptions and misconceptions, and the likely sources of those ideas. We have described some of those progressions in chapters 6 through 8. From the many examples of misconceptions to which teachers need to be sensitive, we have chosen one: Children can develop this impression because that is how the notation is often described in the elementary school curriculum and most of their practice exercises fit that pattern. Knowledge of Classroom Practice Knowing classroom practice means knowing what is to be taught and how to plan, conduct, and assess effective lessons on that mathematical content. We have discussed these matters in chapter 9. In the sections that follow, we consider how to develop an integrated corpus of knowledge of the types discussed in this section. First, however, we need to clarify our stance on the relation between knowledge and practice.

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Chapter 5 : High school math | Khan Academy

Buy Involving Families in School Mathematics: Readings from "Teaching Children Mathematics, " "Mathematics Teaching in the Middle School, " and "Arithmetic Teacher by Douglas Richard Montgomery Edge (ISBN:) from Amazon's Book Store.

A few teaching strategies to help your students think like optimists. Create a Family-Friendly Environment Encourage parental involvement in the classroom. Make family important in your class. Welcome parents to volunteer in or out of class. Show them you value their time by explaining the best way they can help as a classroom volunteer. You might even invite parents to eat breakfast or lunch with their child. Make getting involved easy by putting as much as possible online for parents. Parent Classes Offer parent classes in topics either 1 they want to learn about, or 2 their students are learning, as a way to help parents understand or assist their children. These can be offered while parents are waiting for students to finish after-school activities or as a brown bag lunch program. These can also be online via Google Hangout or Skype. Be aware of the different needs of varied parents. Some get home too late to make activities during school hours, so plan around them if possible. I like taking a poll before a class starts to find out what time works best for parents. Here are some topics I have used that have been popular: Show how to log onto and use the school website. Show how to log into the school online grade reports. Review what is being covered in K-5 classes depending upon who is in the parent class. Model this philosophy as you teach parents. Provide skills parents want, i. Communicate with Parents Be transparent in your communications. Let parents know your goal is the same as theirs: Whatever your decisions, they are made with that goal in mind. Open your classroom to parents in as many ways as possible: Offer a classroom newsletter. Have a class Twitter feed. Have a class blog that discusses big ideas, happenings, posts pictures. Have an online resource center for parents. This can be on a blog, a wiki, or a class website. Have all the materials freely available there that allow the student to succeed in your class. Use email, but not overwhelmingly. This often happens in my class when we use a website or a free program that students want to use at home -- say, Google Earth or Starfall. I make those easy for parents to find by collecting them all on a class internet start page. This page includes lots of child-friendly links that the parent can feel safe allowing their child to visit. They are familiar with it from school and know exactly where to find websites that they used in school. Help parents with their questions. Most parents come find you because they have a question about their child in your class. Be available for more than that. Be a parent resource. For example, as a tech teacher, I often get questions about how to fix home technology. Often, I can help. Sometimes, they even bring the misbehaving computer into the classroom and we sit together, trying to decode its ailment. How do you involve parents in your classes? How successful is this effort? Looking for more ideas? EducationWorld has some great ideas. Jacqui Murray has been teaching K-8 technology for 15 years. You can find her resources at Structured Learning.

Chapter 6 : Math Movies for Family Movie Night: Math Movies Everyone Loves

FigureThis is a set of 80 mathematics problems and challenges for families to investigate and enjoy. Originally created for middle school students, many of these problems are appropriate for a wide range of students, from grades , and beyond.

Chapter 7 : 3 Strategies to Involve Parents in Children's Education - Blog

A Bridge to the Future high levels of general parental involvement, engaged parents in mathematics education. One interesting feature of this study was the.

Chapter 8 : Math Activities for Kids - Preschool to Grade 5 - JumpStart

studies of the actions families take at home and at school and intervention studies of practices that guide families to conduct activities that strengthen young children's literacy and math learning.

Chapter 9 : Activities to Promote Parent Involvement | Education World

"School-aged children in both two-parent and single-parent families are more likely to get mostly A's, to enjoy school, and to participate in extracurricular activities and are less likely to have ever repeated a grade and to have ever been suspended or expelled if their fathers or mothers have high as opposed to low levels of involvement in.