

# NCTM 100 Days of Professional Learning

## Partnering with Parents and Caregivers

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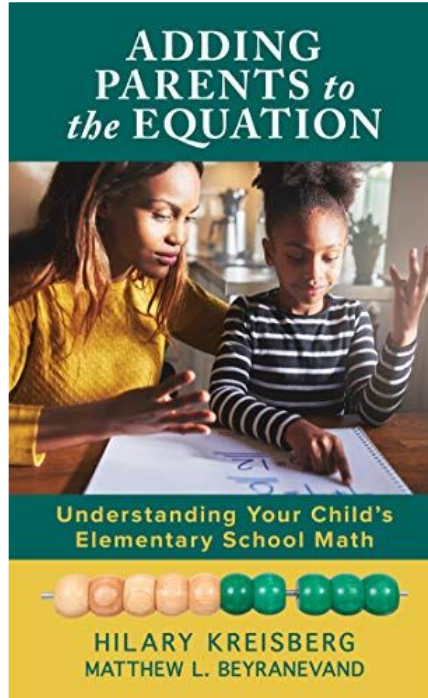
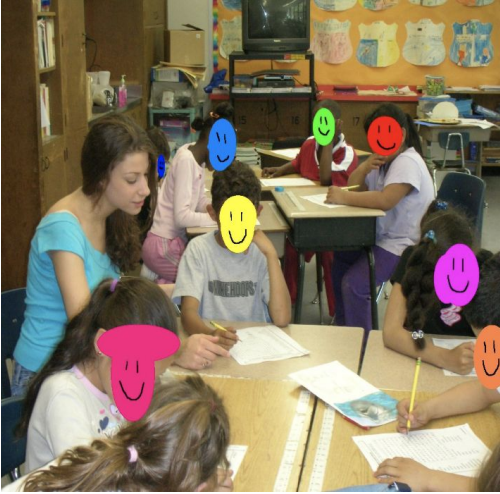
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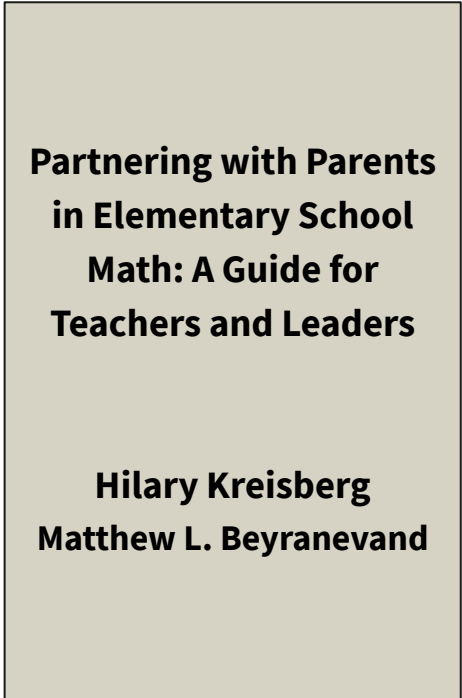
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# Quick Introduction



2019



2021



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**Caregivers are already burdened by COVID-19, human injustice, and more. Let's take off the added stressor of “new math.”**



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# Step Into Parents' Shoes Pre-COVID-19

How Parents Feel	Explanation
<b>Intimidated</b>	Learning math in a totally different way means <b>they don't believe they can be helpful.</b>
<b>Frustrated</b>	<b>Feeling unintelligent</b> and incompetent when unable to do "third grade math homework."
<b>Worried</b>	Anxious that their children <b>will fail because of them.</b>
<b>Confused</b>	Rarely see anything <b>familiar to them.</b> Feels like speaking different languages.

Kreisberg, H. & Beyranevand, M. L. (2019). *Adding Parents to the Equation: Understanding Your Child's Elementary School Math*. Rowman & Littlefield: Lanham, MD.



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# Step Into Parents' Shoes Pre-COVID-19

## How Many Parents Feel

- I am intimidated because I can't help **my** own kid.
- I am frustrated because I feel like **my** intelligence is under attack.
- I am worried that my child will fail at math because of **me**.
- I am confused because I didn't learn math this way and there are words, tools, and strategies **I don't know**.



## What Parents Mean

- I want to be able to help my own kid.
- I want to feel intelligent, especially in front of my child.
- I want to feel confident that my child will succeed.
- I want to be able to talk with my child about the math they are learning.

Kreisberg, H. & Beyranevand, M. L. (*in press*). *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders*. Corwin Press: Thousand Oaks, CA.



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# Parents' Four Core Wants



helpful



intelligent



confident



familiar

Kreisberg, H. & Beyranevand, M. L. (*in press*). *Partnering With Parents in Elementary School Math: A Guide for Teachers and Leaders*. Corwin Press: Thousand Oaks, CA.



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**What can you do this year to support parents to feel helpful, intelligent, confident, and familiar with the language?**



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# Examining Your Core Beliefs

How do you view the families with which you work?

Do you see them through an:

- **Asset-based lens? (They are essential to the child's success)**
  - You recognize the strengths, knowledge, and skills that families bring to their child's education
- **Deficit-based lens? (They are obstacles in the child's way towards success)**
  - You see the weaknesses, lack of knowledge, and lack of skills of families have and write them off as helpful

*Based on Dr. Karen Mapp Shares Advice for Educators on Family and Community Engagement Strategies on YouTube (2015)*

*Based on Dr. Karen Mapp on Reframing Our View About Our Families on YouTube (2015)*



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# Asking Parents to be Partners

## Questions to Consider:

- What role do you believe parents play in a child's math education?
- What does your definition of their role assume?
- How will you communicate with parents how valuable they are and also allow them space to help craft their role?
- What can parents do this year to support their child's math learning at home (especially considering remote or hybrid conditions)?



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# Communicating With Parents

## Facts to Consider:

- Parents will be receiving **LOTS** of information this year from all angles (health, academic, social-emotional, etc.).
- If remote, parents will not have student backpacks as messenger bags and therefore most communication will be done electronically or in weekly/bi-weekly pick-ups at schools.
- Parents have been exposed to tons of social media claiming kids will be “a year behind” in math and other COVID/Summer Slide claims.



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# Communicating With Parents

## Questions to Consider:

- What is the protocol for communicating this year? Is there a system in place so that school/district level and classroom-level communication can be planned so as not to overwhelm parents?
- How can teachers partner with grade-level teachers to streamline some of the communication?
- How can the school identify **one main resource** to use, if any aside from classroom websites/email/phone, to communicate with families?
- How will translations and interpreting work in your remote world? How can you ensure parents are given communication in their native language?



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# Gathering Information

Parents want to be heard. Parents **need** to be heard.

So...

- How will you get to know the needs of your families this year?
- What information do you need to know?
- How will you use the information once you have it?



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# Suggestions

- **Survey and Gather Information.**
  - Conduct an initial survey to gather information
- **Proactively Communicate.**
  - Call each family before school starts or just as school has started to open the lines for two-way communication.
  - Inform how you will cover material from last spring and your plans for this year.
- **Be honest and transparent.**
  - None of us know exactly what to expect this year.
  - It's okay to not know and to tell parents that.

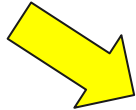


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# Upcoming Webinar

**Attend this!**



Topic	Black, Indigenous, and Latinx Parents as Intellectual Resources: From Optional to Imperative
Description	Casio Education U.S. is proud to sponsor and partner with TODOS in this first webinar in a series of webinars focused on "Equity in Education".
Speakers:	<p>Dr. Maria del Rosario Zavala, Associate Professor of Elementary Education Mathematics/Bilingual Education San Francisco State Graduate College of Education</p> <p>Dr. Marta Civil Professor of Mathematics Education and Roy F. Graesser Chair Associate Head for Entry-Level Instruction, Department of Mathematics The University of Arizona</p>
Webinar Description:	<p>The role of parents in supporting mathematics learning at home is often framed as supporting the development of academic skills learned at school, creating a power dynamic that positions the school as the site for superior knowledge. Further, many parents who are Black, Indigenous, and/or Latinx may experience racism or discrimination against their home cultures and languages. In our session, we will discuss how parents are intellectual resources for the teaching and learning of mathematics who can support the development of their children's mathematical agency in and out of the mathematics classroom. We will look at how to restructure schools and parent partnerships to work together towards social justice in mathematics education and draw on examples from the MAPPS project and other research to illustrate potential considerations and pathways forward.</p>

<https://drexel.zoom.us/join/9tJfUod-6pqT0qE9LHGxor2Hy8050EA8dMhjW6>

**August 4th - 3:00 pm ET**



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