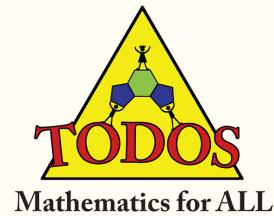


# Parents & Families as Partners



## OUR POSITION STATEMENT

**BLACK, INDIGENOUS, AND LATINX**  
**PARENTS AS PARTNERS IN MATHEMATICS EDUCATION**

### ROOTED IN OUR SOCIAL JUSTICE FRAMEWORK

Our work in the Starter Packs is framed around our Social Justice joint statement with NCSM which recognizes the need for actions, acknowledgement, and accountability to impact change in mathematics education.

### ACKNOWLEDGEMENT

School mathematics has a history of exclusion and valuing particular ways of knowing. How do you interrogate individual and societal deficit views of families and their role in their children's learning?

### ACTION

What are you currently doing to act on your beliefs about parents and families as partners? What actions do you dream about taking?

### ACCOUNTABILITY

How can we collectively hold schools, districts, institutions, and policy makers accountable to positioning parents and families as partners in their children's mathematics education?

Connect with others and learn more at:

[todos-math.org](http://todos-math.org)

# KEEP LEARNING WITH TODOS

After engaging with the position statement, choose from some other resources designed to support action, acknowledgement & accountability related to Family Engagement.

## **TODOS** **PODCAST**

Organizing with Parents:  
A conversation with Melissa Adams Corral

How do teachers and families work together towards educational change, utilizing organizing traditions? Melissa Adams Corral, who has a background in community organizing, shares her perspective and experiences with us on how to approach genuine collaboration with parents – particularly parents from historically marginalized populations.

## **TODOS** **LIVE!**

The Knowledge They Bring: Accepting & Valorando Students, Families & Communities

Including family and community in the elementary mathematics classroom is necessary for our students' mathematical agency, identity and knowledge. To truly valorar, however, will require thoughtful reflection about why exclusion is a consistent problem in education and how we are complicit in this process. This video builds on the ideas of community organizing and storytelling to offer an opportunity to listen, reflect and consider how we can take action and hold ourselves accountable.

## **TODOS** **CONFERENCE** **PRESENTATION**

Latinx Parents and Teachers Working Together to Support Students' Mathematics Learning

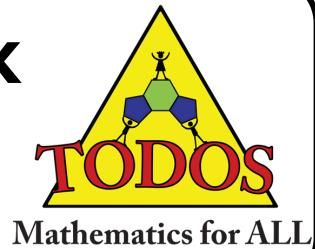
This session addresses specific ways that teachers and parents can engage and learn from each other as a means to support students' mathematics learning. We will share how teachers and parents from two elementary school sites in Latinx communities are working together to create a two-way dialogue in mathematics between home and school to leverage family and community resources. Two teachers will share examples of how they are collaborating with parents to do this critical work.

## **TODOS** **CONFERENCE** **PRESENTATION**

FACE-ing Futures: Engaging Culturally and Linguistically Diverse Families in Educational Leadership

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. This video discusses 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 classroom. Get ideas for how to restructure schools and parent partnerships to work together towards social justice in mathematics education.

# HOW DO TEACHERS AND FAMILIES WORK TOGETHER TOWARDS EDUCATIONAL CHANGE, UTILIZING ORGANIZING TRADITIONS?



## **TODOS** **PODCAST**

Organizing with Parents:  
A conversation with  
Melissa Adams Corral



<https://tinyurl.com/todospodcast>

**Guiding Question: How do teachers and families work together towards educational change, utilizing organizing traditions?**

**Melissa Adams Corral**, who has a background in community organizing, shares her perspective and experiences with us on how to approach genuine collaboration with parents – particularly parents from historically marginalized populations.

# THE KNOWLEDGE THEY BRING: ACCEPTING & VALORANDO STUDENTS, FAMILIES & COMMUNITIES



## REFLECT & CONNECT

[Link](#)

### *Guiding Question:*

***What does it mean to valorar?***

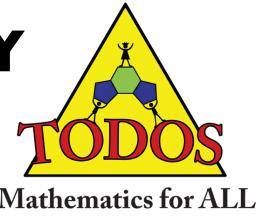
Including family and community in the elementary mathematics classroom is necessary for our students' mathematical agency, identity and knowledge. This session will build on the ideas of community organizing and storytelling to offer an opportunity to listen, reflect and consider how we can take action and hold ourselves accountable.

**Three stories centered on relationships and people that describe what it really means to valorar; our students, parents, and communities.**



**"We have to stop locating problems in students, families, communities, even "Poverty" and start locating the problems that we can contribute to our classrooms."**

# FACE-ING FUTURES: ENGAGING CULTURALLY AND LINGUISTICALLY DIVERSE FAMILIES IN EDUCATIONAL LEADERSHIP



**Guiding Question: How can educators develop authentic relationships with families to support students development of mathematical agency?**

[Link](#)

## WHY FACE-ING FUTURES?

Family and Community Engagement (FACE) learning is most powerful when it builds on students' cultural strengths, lived experiences, and the trusted relationships that shape their identities



### FAMILY

Families—especially those from marginalized communities—hold vital knowledge and cultural strengths that, when recognized and valued, can transform mathematics learning into more equitable and meaningful experiences for students



### COMMUNITY

Communities provide rich knowledge, resources, and cultural practices that, when connected to the classroom, make mathematics more relevant, engaging, and empowering for students.

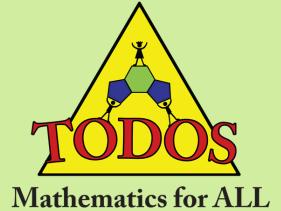


### ENGAGEMENT

Meaningful engagement invites students, families, and communities to actively participate in learning, creating stronger connections and deeper understanding

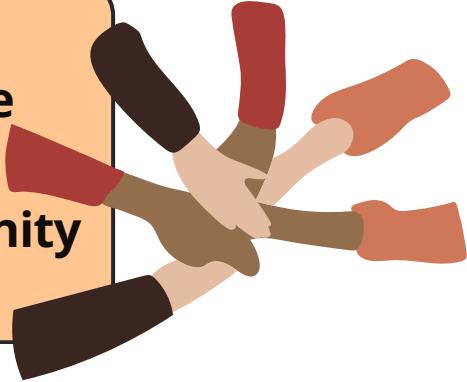


# LATINX PARENT AND TEACHERS WORKING TOGETHER TO SUPPORT STUDENTS' MATHEMATICS LEARNING



A TODOS Conference presentation from Kathy Stoehr, Fany Salazar, Marta Civil, Hector Gonzalez Rodas & Michelle Rosas

**Guiding Question:**  
**How can we develop an authentic dialogue between families and teachers?**  
**Where are you and your educational community at in your journey?**



Learn more about these ideas by viewing the resource:

1. Leadership development sessions for parents and teachers to learn from each other.
2. Math for parents & families workshops
3. Mathematics workshops for families facilitated by teams of parents and teachers in the Leadership Development Team.
4. Parents & families visiting mathematics classes.
5. Teacher household visits and community walks.

What ideas in this presentation connect to ways you already engage with families?

What new ideas do you have for how to engage families as true partners?

What will it take to make these ideas a reality?

