

## Sample Schoolwide Commitments for Addressing Parents' Mathematics Needs

### Administration

#### I Commit to . . .

- Communicating the school's expectations to teachers and staff, defining their role and responsibilities as they pertain to informing and communicating with parents mathematically.
- Sending schoolwide communication to parents and guardians stating the school's expectations as it pertains to their roles, responsibilities, and mathematical learning journey.
- Providing teachers and staff the appropriate resources (time or materials) for engaging parents in their mathematical learning.
- Ensuring all communication to parents is accessible (translated, printed, and digital).
- Hosting one event centered around why math instruction has changed for parents and to make all information accessible in a timely manner for those who cannot attend.
- Developing a shared vision around what we value for high-quality mathematics teaching and learning, with voices from all stakeholders.
- Guaranteeing policies and procedures are clear and consistent schoolwide.

### Teachers and Instructional/Math Coaches

#### I Commit to . . .

- Promoting a growth mindset and redirecting negative or fixed mindset talk.
- Sending home a letter at the beginning of the year (co-written with my grade-level team) that addresses that the way we teach mathematics may be different than what parents experienced and state why, indicates topics that will be covered throughout the year, and advises that more specific letters will be sent home before every new topic.
- Sending home a beginning of year attitudinal survey (similar to the Chapter 1 Apply It! exercise) to assess parents' feelings toward and experiences in math and their at-home supports in math.
- Sending home specific one- to two-page letters before each new topic, outlining (a) what the child will learn in layman's terms; (b) new terminology that parents might hear or see, along with associated definitions; (c) new tools or representations that parents might see; and (d) an explanation for why their children are learning that topic in math in a different way than parents might have experienced it. (This will be covered in Chapter 5.)
- Communicating student progress to parents often and in a variety of ways. (This will be covered in Chapter 5.)

### Parents and Guardians

#### I Commit to . . .

- Reading information sent home from my child's teacher.
- Asking my child's teacher for help or more information when I am unsure about a topic or want to understand my child's progress.
- Allowing my child to submit incomplete homework if they struggle, so long as they have put in their best effort, with a written note to their teacher explaining their struggles.
- Reinforcing the teacher's methods, not teaching my child math the way I learned it (unless that is how they are learning it).
- Speaking positively about math around and in front of my child.
- Helping my child notice math around them and in the real world.