## **Family/Community Engagement in Mathematics**

## **BOOKS/ARTICLES**

- Aguirre, J. Mayfield-Ingram, K., & Martin, D. (2013). *The Impact of Identity in K-8 Mathematics Learning and Teaching: Rethinking Equity-based Practices.* Reston, VA: National Council of Teachers of Mathematics.
- Bartell, T.G., Foote, M.Q., Roth McDuffie, A., Turner, E.E., Aguirre, J.M., & Drake, C. (2018) Connecting children's mathematical thinking with children's backgrounds, knowledge and experiences in mathematics instruction. In S. Celedón-Pattichis, D.Y. White, & M. Civil (Eds.) *Access and equity: Promoting high quality mathematics Pre-K-Grade2*. Reston, VA: National Council of Teachers of Mathematics.
- Bartell, T., Turner, E., Aguirre, J., Drake, C., Foote, M., & Roth McDuffie, A. (2017). Connecting children's mathematical thinking and family and community knowledge in mathematics instruction. *Teaching Children Mathematics*. 23(6), 326-328.
- González, Norma, Luis Moll, and Cathy Amanti. (2005) Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Civil, M. (2007). Building on community knowledge: An avenue to equity in mathematics education. In N. Nasir and P. Cobb (Eds.), *Improving access to mathematics: Diversity and equity in the classroom* (pp. 105-117). New York: Teachers College Press.
- Civil, M. & Bernier, E. (2006) "Exploring Images of Parental Participation in Mathematics Education: Challenges and Possibilities." *Mathematical Thinking and Learning: An International Journal* 8 (3): 309–30.
- Civil, M. & Kahn, L. H. (2001). Mathematics instruction developed from a garden theme. *Teaching Children Mathematics*, 7 (7), 400-405.
- Civil & Menéndez (2010) Involving Latina and Latino parents in their children's mathematics education. NCTM Research Brief. <a href="http://www.nctm.org/news/content.aspx?id=27539">http://www.nctm.org/news/content.aspx?id=27539</a>
- Fagan, Nancy. 2008. "Identifying Opportunities to Connect Parents, Students, and Mathematics." *Teaching Children Mathematics* 15 (1): 6–9.
- Foote, M.Q. (2009). Stepping out of the classroom: Building teacher knowledge for developing classroom practice. *Teacher Education Quarterly*, 36(3), 39-53.
- Jackson, K. & Remillard, J. (2005) Rethinking Parent Involvement: African American Mothers construct their roles in mathematics education of their children. *School Community Journal*. 15 (1) 52-71.
- Lachance, Andrea. 2007. "Family Math Nights: Collaborative Celebrations of Mathematical Learning." *Teaching Children Mathematics* 13(8): 404–8.
- Litton, M. (1998) Getting your math message out to parents: k-6 resource. Math Solutions.
- Mistretta, R. (2013) 'We do care' Say Parents. Teaching Children Mathematics. 19(9) 572-80.
- Wager, A. (2017) Reimagining family-teacher conferences. Teaching Children Mathematics. 24(3), 150-152.

## **WEBSITES:**

Teachers Empowered to Advance Change in Mathematics (TEACH MATH) https://teachmath.info/

## Parent Partnerships: Equals and Family Math

http://www.lawrencehallofscience.org/equals/

Math and Parent Partners (MAPPS)

http://mapps.math.arizona.edu/