



**Parent Engagement in Science and
Mathematics Learning**
Special Focus Issue of *School Science and
Mathematics Journal*

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Reforming math and science education – bringing new understandings about learning and cognition into line with a knowledge explosion in the Information Age seems a formidable challenge. Teachers need the support of parents who desire the best possible learning experiences all children. Parents need to understand how teaching and learning in math and science has changed in recent years. New national standards (Common Core and Next Generation Science Standards) for mathematics and science teaching propose a different kind of learning environment where students are more actively involved, building understanding through active, learning processes and real-world experiences.

Parents are imperative partners in this ongoing, systemic reform. They can make or break the reform-oriented attempts of new-beginning teachers and district administrators. Though there are many professional development materials on the market, the parent audience is the most overlooked and perhaps the most important. We expect that parents who understand reform efforts can positively influence children's elementary science and mathematics learning. Parents may prove important allies in engaging females and other, traditionally underserved populations, improving student engagement and achievement, and guiding otherwise promising practices that help broaden participation in the STEM workforce.

In this special focus issue of SSM, the editors will highlight important issues, current research, and successful programs related to partnerships with parents and families. In particular, the editors seek manuscripts that address the following:

- How might parent engagement improve science and mathematics learning?
- What are some effective models of engaging parents in science and mathematics learning?
- How do parents' attitudes and beliefs about science and mathematics impact student achievement?
- What are some effective models of preparing preservice teachers to engage parents in science and mathematics learning?
- What program or resources support or encourage parent involvement in science and mathematics?
- What guides parents and teachers understanding about technology as a useful tool in science and mathematics learning?

Manuscripts need to be submitted by April 1, 2014 through Scholar One website (see the journal website for details: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291949-8594>). Please indicate in your cover letter that your manuscript is to be considered for the *Parent Engagement* special issue. This special issue will be published in January, 2015. Inquiries are welcome and may be sent to Dr. Julie Thomas (julie.thomas@unl.edu) or Dr. Sandi Cooper (sandra_cooper@baylor.edu).