

TODOS 2020 Conference

Activating Agency for Student Access, Engagement, and Advancement in Mathematics

**June 25 - June 27
Scottsdale Plaza Resort
Scottsdale, Arizona**

Call for Proposals

The Program Committee for the TODOS 2020 Conference seeks proposals from educators interested in contributing to this professional learning experience. Questions may be addressed to the Program Co-Chairs, Sandra Crespo at <crespo@msu.edu> or Eric Milou at <milou@rowan.edu>. **Deadline for submitting Proposals: September 30, 2019.**

TODOS Conference Program Overview

The Program Committee for the TODOS 2020 Conference, TODOS' fourth national conference, seeks proposals to address the theme: **Activating Agency for Student Access, Engagement, and Advancement in Mathematics**. Presentations designed with this theme in mind will contribute to the collective effort of enacting the TODOS mission and social justice agenda.

In an effort to build a coherent professional learning experience for all, we will ask all participants to reflect on the following:

How well did the presentation help you reflect on specific actions you will take connected to our theme: *Activating Agency for Student Access, Engagement, and Advancement in Mathematics*?

Each presenter is asked to identify one or two additional reflection questions specific to the content and to devote the last 10-15 minutes of the presentation for discussion and reflection. The criteria for review of the proposals include a reminder for this request. Four strands are identified from the joint NCSM/TODOS Position Statement on Social Justice <https://tinyurl.com/TSJPS> that describes direct actions against structural inequities. TODOS seek proposals that attend to one of the strands below:

- 1. Beliefs & Structures**
- 2. Curriculum & Instruction**
- 3. Families & Communities**
- 4. Systems & Accountability**

The conference will include a variety of session types, including both invited and peer-reviewed, that range in length and format. Throughout the conference, there will be many opportunities to discuss ideas from the sessions, consider how we move beyond awareness, and enact changes in our settings that address equity, access, and achievement for all.

CHECKLIST for Preparing a Proposal

- Review TODOS' Mission and Goals (See section below).
- Review joint [NCSM/TODOS Position Statement on Social Justice](https://tinyurl.com/TSJPS).
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- Identify a conference strand of interest that you intend to address.
- Identify one or more focus questions from the selected strand your presentation will address (see some suggestions below).
- Determine the Session Type (Imagine, Innovate, and Investigate).
- Go to the TODOS 2020 Speaker Proposal Form www.tinyurl.com/SpeakTODOS2020. Complete the Proposal Form, based on your theme, focus questions, and session type.
- Submit Proposal Application **by September 30, 2019**.
[Note: after submitting the Proposal Form, you will receive a Confirmation e-mail message containing the details of your submission. The email will also contain information needed, if you wish to amend your submission before September 30, 2019]

For additional information on the TODOS 2020 Conference, go to www.todos-math.org/todos-2020-conference

TODOS: Mission and Goals

The mission of TODOS: Mathematics for ALL is to advocate for equity and high quality mathematics education for all students — in particular, Latina/o students.

Five goals define the activities and products of TODOS: Mathematics for ALL:

1. To advance educators' knowledge and ability that leads to implementing an equitable, rigorous, and coherent mathematics program that incorporates the role language and culture play in teaching and learning mathematics.
2. To develop and support educational leaders who continue to carry out the mission of TODOS.
3. To generate and disseminate knowledge about equitable and high quality mathematics education.
4. To inform the public and influence educational policies in ways that enable students to become mathematically proficient in order to enhance college and career readiness.
5. To inform families about educational policies and learning strategies that will enable their children to become mathematically proficient.

Conference Strands

Proposals must select one strand and attend to one or more of the focus questions from the selected strand. Proposals should explicitly make connections to the conference theme through reflection opportunities.

Strand #1: Beliefs & Structures

Focus Questions

1. What approaches help you and others interrogate and challenge deficit views about mathematics learning and students' agency and identity?

2. What strategies help educators and school personnel eradicate harmful beliefs about students' cultural, linguistic, economic, and family backgrounds that hinder seeing students' backgrounds as assets for learning mathematics?
3. What types of professional opportunities enable teachers to focus on the social, cultural, linguistic, contextual, and cognitive facets of mathematics and mathematics learning?
4. How can the mathematics community increase recruitment and retention of mathematics teachers and leaders from historically marginalized groups?
5. What strategies can teachers use to understand the role assessment plays in shaping students' identity and agency and mitigate negative effects?
6. How do educators use technology, including social media, to increase students' access to rigorous and relevant mathematics?

Strand #2: Curriculum & Instruction

Focus Questions

1. How do teachers maintain high expectations for all students' mathematics understanding in heterogeneous classrooms?
2. How can mathematics educators create equitable P-12 school structures in mathematics, confronting the impact of student and teacher tracking?
3. How can the high school course taking pathways be re-engineered so that they optimize the opportunity for students to achieve what they aspire?
4. How do high schools implement continuous four-year mathematics pathways with all students studying mathematics each year while eliminating tracking and requiring less remediation?
5. What strategies support each and every student to develop a positive mathematical identity and a high sense of agency?
6. How do educators use technology, including social media to increase students' access to rigorous and relevant mathematics curriculum and instruction?

Strand #3: Families & Communities

Focus Questions

1. How can mathematics teachers leverage families and community resources (i.e., language, knowledge, and culture) to support students' access, engagement, and advancement in mathematics?
2. What strategies help us understand the role that families and communities play in students' identity and agency?
3. How can mathematics teachers establish and maintain inclusive classroom communities that build on the student, family, and community strengths?
4. What are authentic ways of building trust and relationships with students, families, and communities?
5. What innovative professional learning opportunities exist to support teachers to engage students, their families, and their communities in learning and doing mathematics?
6. How can technology, including social media, be used to engage families and communities as school partners in mathematics education?

7. How can mathematics educators promote and support social justice issues that are relevant to students, families, and communities?

Strand #4: Systems & Accountability

Focus Questions

1. What supports do teachers need to activate their agency to advocate for what matters?
2. How do educational decision makers create accountability mechanisms for classrooms, schools, and districts that uplift students to learn rigorous and relevant mathematics?
3. How do mathematics educators work together to harness the multifaceted knowledge needed to replace the systems of oppression in mathematics education with new systems of equity that promote rich, rigorous, and relevant mathematical experiences for our nation's children?
4. How can technology, including social media, be used to create equitable accountability systems?

Session Types

All sessions will focus on the Conference Theme, Activating Agency for Student Access, Engagement, and Advancement in Mathematics. The TODOS 2020 Conference will include a rich blend of session types, including invited **Keynotes**, **Ignite**, and 2-hour **Impact Sessions**, as well as the three peer-reviewed session types listed below. Rooms will be set in round tables of 10 with a maximum of 60 participants. The TODOS 2020 Conference Program Committee is requesting proposals for the following session types:

- **Imagine (40 minutes):** Imagine Sessions engage participants in the radical imagination of the possibilities for educational advocacy and justice with a short burst session showcasing research, projects, or innovations connecting such ideas to participant's practice. Presenters should plan an interactive 40-minute session with time for a question and answer period.
- **Innovate (60 minutes):** Innovate Sessions provide opportunities to share innovative and effective ideas, strategies, or resources that will influence practice in PreK-12 classrooms, professional development settings for teachers or leaders, or teacher education programs. To facilitate the success of these sessions, presenters are encouraged to use handouts or other materials (not only Powerpoint presentations) to engage participants.
- **Investigate (90 minutes):** Presenters should design interactive sessions that engage participants in their exploration of ideas in order to impact their practices and settings. High levels of participation are expected in the 90-minute sessions so that participants will have opportunities to learn from others and consider implementation in different contexts.

Note: Lead presenters for each Imagine, Innovate, or Investigate session will receive a discount of 20% on their conference registration.

Proposal Review Criteria

Your proposed session will be evaluated based on the following:

- **Clarity of Proposal**
 - Organization of session: Does the proposal clearly communicate what will happen during the session?
 - Does the proposal describe how the participants will be engaged?
 - Are the proposal title and description descriptive enough to help participants understand what they are likely to learn/discuss?
- **Content of Session**
 - How well does the proposed content address TODOS' Mission and Goals?
 - How well does the proposed content address the Joint Social Justice Position Statement?
 - How well does the proposed content address the conference theme?
 - How well does the proposed session address the substance of the selected strand?
- **Potential to Promote Action**
 - How well do the ideas and strategies in the proposed session seem to equip participants to enact changes?
 - How well does the session have the potential to promote improvements that impact diverse learners?
 - How clear is the proposal's call to action?