

TODOS 2018

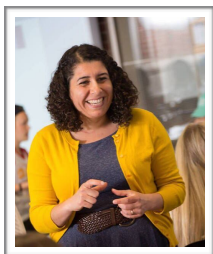
**It's *ALL* about *ALL* Students Learning Quality Mathematics:
Advocating for Equity and Social Justice**

Impact Speakers

The themes of the 2018 conference will be introduced by dynamic presenters who are experts in their field and will provide you with a framework for applying your focus for learning through the conference. Register at <http://www.todos-math.org/>

Themes

- **Centering Language, Literacy, and Culture in Mathematics**
- **Building on Student, Family, and Community Strength**
- **Moving Beyond Mathematics Standards-Based Curriculum Through Tasks, Technology, Social Media, and Assessment**
- **Opening Gates: Advocacy and Activism in Mathematics Education for ALL**



Zandra de Araujo

Re-centering our Classrooms: What to Decenter so that we can Center Language, Literacy, and Culture

Assistant Professor in Mathematics Education, University of Missouri.

Zandra is a former high school teacher who works to improve student's access to high-quality mathematics. Her research focuses on teachers' use of curriculum materials, particularly with linguistically diverse students.

Carolee Koehn Hurtado & Theodore Chao

Moving Towards Action: Developing Advocacy and Activism in Mathematics Education

Carolee Koehn Hurtado, Director, UCLA Parent Project & UCLA Mathematics Project. Carolee's work focuses on empowering parents and educators to form partnerships to provide an engaging and humanizing mathematical education for children with an explicit focus on equity and academics development.

Theodore Chao, Ohio State University. Theodore's work focuses on critical mathematics teaching for equity, agency, and empowerment, technology as a democratizing agent, and supporting mathematics teachers of color. He works with elementary teachers at the Ohio State University.





Eli Luberooff

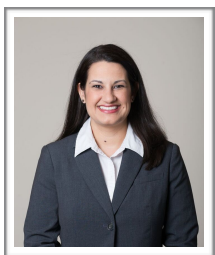
Knocking Down Barriers with Technology

Eli Luberooff is the founder and CEO of Desmos. He's presented at NCTM, ISTE, KCTM, and numerous other regional and national conference.

Karen Mayfield-Ingram

Understanding the Role of Identity and Agency in Mathematics Teaching

Karen Mayfield-Ingram's work focuses on mathematics and equity professional development, teacher leadership, and parent involvement. She is the Director of the Oakland Urban Teacher Residency Program and works at the Lawrence Hall of Science.

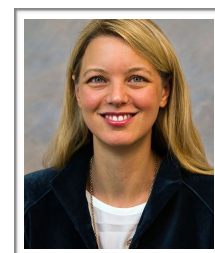


Melissa M. Soto & Mollie H. Appelgate

Positioning Students as Mathematical Thinkers Using Screencasts

Melissa Soto is an Assistant Professor of Mathematics Education in the School of Teacher Education at San Diego State University. Her research interests focus on Cognitively Guided Instruction and mobile technology.

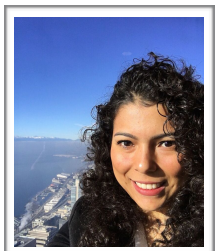
Mollie Appelgate is an Assistant Professor of Mathematics Education at Iowa State University. Her research focuses on curriculum, teacher learning, and how teachers, tasks, and instruction value children's mathematical thinking.



Kathleen Jablon Stoeher, Fany Salazar, & Marta Civil

Weaving the Mathematical Threads Through Home, School, and Community

Kathleen is a mathematics teacher educator at Santa Clara University. Her research examines issues of equity including language, race, culture, and gender that occur in the elementary classroom.



Fany Salazar's research focuses on how interactions between teachers and parents can be a powerful tool in children's education. She is currently pursuing her Ph.D. at the University of Arizona.

Marta Civil is a mathematics educator at the University of Arizona. Her work centers on equity, in particular cultural and language aspects and parental engagement in mathematics, primarily in working-class, Latino communities.

