

June 21-23

# TODOS 2018 Conference Sessions and Speakers

<b>Thursday</b>	<b>June 21</b>						
<b>3:00-5:00</b>	<b>Onsite Check In</b>						
<b>5:00-6:15</b>	<p style="text-align: center;"><b>Welcome</b>  <b>Keynote Speaker Dr. Maria del Rosario Zavala</b>  <b>Embracing Personal and Professional Disequilibrium in a Quest for Social Justice in Mathematics Education</b>  <i>Terraza</i></p>						
<b>6:15-8:00</b>	<b>Reception in Terraza</b>						
<b>Friday</b>	<b>June 22</b>						
<b>7:00-7:45</b>	<b>Breakfast</b>						
<b>8:00-8:45</b>	<b>Opening</b>						
<b>8:45-9:00</b>	<b>Break</b>						
<b>IMPACT SESSIONS</b> <b>9:00-11:00</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	<b>Zandra de Araujo</b> Re-centering our Classrooms: What to Decenter so that we can Center Language, Literacy, and Cultures (K-12, General)	<b>Kathleen Stoehr, Fany Salazar, &amp; Marta Civil</b> Weaving the Mathematical Threads Through Home, School, and Community (PreK-3, General)	<b>Karen Mayfield-Ingram</b> Understanding the Role of Identity and Agency in Mathematics Teaching (K-12, General)	<b>Melissa Soto, Mollie Appelgate</b> Positioning Students as Mathematical Thinkers Using Screencasts (K-8, General)	<b>Carolee Koehn, Theodore Chao</b> Moving Towards Action: Developing Advocacy and Activism in Mathematics Education (K-12, General)	<b>Eli Luberoff</b> Knocking Down Barriers with Technology (K-12, General)	
<b>11:00-11:15</b>	<b>Break</b>						
<b>INNOVATE SESSIONS</b> <b>11:15-12:15</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	<b>Kristie Manley and Stefanie Livers</b> Language, Literacy, and Culture: Keys to Equitable Instruction (K-5)	<b>Cynthia Oropeza Anhalt, Julia Aguirre, Erin Turner, Mary Q. Foote, &amp; Amy Roth McDuffie</b> The Price of Guacamole: Designing Rigorous and Relevant Mathematical Modeling Tasks that Build on the Strengths of Community and Cultural Contexts(K-12, General)	<b>I Ji Yeong, Kaitlin Ogden, Ricardo Martinez, &amp; Betsy Araujo-Grando</b> Implementing Mathematical Modeling with Emergent Bilinguals (6-8)	<b>Jim Ham</b> Promoting quantitative literacy with worthwhile social justice problems (9-12, College, General)	<b>Melissa Hosten, Agi Post, Eboney McKinney, &amp; Carrie Burdon</b> Empowering Classroom Activists (K-8, College, General)	<b>Kay Gilliland Equity Dialogue</b> <b>Robert Berry (NCTM) &amp; Jim Ham (AMATYC)</b>	<b>From Awareness to Action</b> <i>Post Session with Speakers</i>

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<b>Friday</b>	<b>June 22</b>						
<b>LUNCH and IGNITE SESSIONS 12:15-1:30</b>	<p style="text-align: center;"><b>Lunch</b>  <b>Iris Carl Award &amp; Ignite Sessions</b>  Eric Milou - Moderator  <i>Terraza</i></p>						
<b>1:30-1:45</b>	<b>Break</b>						
<b>INNOVATE SESSIONS 1:45-2:45</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	<b>Larry Lesser, Marta Civil</b> Teachers' Information Session for Potential <i>TEEM</i> Players (Writers or Reviewers) (K-12, General)	<b>Andrew Gatza, Amber Willis, Sara Rezvi, &amp; Lateefah Id-Deen</b> Social Justice Mathematics: A Mindset, Not a Lesson (6-8, College, General)	<b>Erika Bell</b> Math Mythbusters: Math is NOT the Universal Language (K-12)	<b>Miriam Gates, Eden Badertscher, Una MacDowell, &amp; Sarah Sword</b> Seeing Opportunities for Rigorous and Equitable Mathematics Learning Through the Lens of Interactions Between Task, Teacher, and Student(6-12, General)	<b>Stefanie Livers, Craig Willey, &amp; Weverton Pinheiro</b> What More Can I Do?: Looking Inward as a Means to Support Teachers to Disrupt Inequitable Mathematics Teaching (College)	<b>Kay Gilliland Equity Dialogue Rosa Serratore (CMC-S) &amp; Brea Ratliff (BBA)</b>	<b>Zona Libre</b>
<b>2:45-3:00</b>	<b>Break</b>						
<b>INVESTIGATE SESSIONS 3:00-4:30</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	<b>James Sheldon, Susan Courey</b> An Inqu[ee]ry into LGBTQ and Mathematical Identity (9-12, College, General)	<b>Susie Håkansson</b> Use a Leadership Pedagogy to Advocate for Social Justice in Mathematics (6-12, General)	<b>Pamela Buffington, Peter Tierney-Fife</b> Using Visual Representations in Mathematics: Access and Equity for English Learners (6-8)	<b>Florence Glanfield</b> How Indigenous and Non-Indigenous Ways of Knowing, Being, and Doing Might Circulate Together in Mathematics Education (General)	<b>Sharon Rendon</b> Algebra Tiles, Let's Call Them Tools Not Toys. Exploring Variables and Expressions Concretely (6-12)	<b>Melinda Eichhorn, Amanda Lowry, &amp; Kristen Burke</b> Strategies for Access and Success Across Student Groups Through Universal Design for Learning (K-12)	<b>From Awareness to Action</b> <i>Post Session with Speakers</i>
<b>4:30-5:00</b>	<p style="text-align: center;"><b>Follow-Up Discussions with Impact Communities</b>  <i>Participants will meet in the original rooms.</i></p>						
<b>5:30-6:30</b>	<p style="text-align: center;"><b>Student Awards</b>  <i>Terraza</i></p>						

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Saturday	June 23						
7:00-7:45	Breakfast						
<b>INVESTIGATE SESSIONS</b> <b>8:00-9:30</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	Erin Turner, Julia M. Aguirre, Mary Q. Foote, Amy Roth McDuffie, Cynthia Anhalt & Marta Civil  Mathematizing the World: Routines and Tasks that Foster Mathematical Modeling with Cultural and Community Contexts	Carlos Nicolas Gomez & Stacy R. Jones Using Argumentation to Interrogate Practice: Deconstructing Arguments to Reflect on Classroom Discourse (6-12)	Ksenija Simic-Muller & Crystal Calinec-Craig  Toward an Antiracist Mathematics Classroom (K-12)	Amber Grace Candela, Melissa Boston Using the Instructional Quality Assessment (IQA) to Promote Access and Equity in Mathematics through High Cognitive Demand Tasks in Inclusive Classrooms (K-12)	Kyndall Brown, Ellen Barger  Learning While Black/Brown: Studying Disproportionality Inside and Outside of the Education System (6-12, General)	Alan O'Bryan, Zareen Rahman  Dynamic Iconic Problems in Algebra: Supporting Quantitative Reasoning, Multiple Representations of Mathematical Ideas, Alternative Solution Methods, and Mathematical Reasoning for All Students (6-12)	<b>Zona Libre</b>
9:30-9:45	Break						
<b>IMAGINE SESSIONS</b> <b>9:45-10:25</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	Amber Trantham, Nicolette Nalu Cultural Contextualizations (K-5)	Melissa Adams, Luz Maldonado, & Gladys Krause Seeing and Being Seen in Math--How a Humanized Mathematics Classroom Empowers Elementary Bilingual Students (K-5, General)	Paulo Tan, Levi Patrick Toward Inclusive Mathematics Education: En/countering Ableism in Mathematics Education Standards and Curriculum (K-12)	Jonathan Oaks VOWEL: Vocabulary Overhaul: increasing understanding of Words in the English Language (9-12, College)	Trevor Warburton Breaking Down Our Own Barriers to Bridge Social Justice and Mathematics (General)	Larry Lesser Using Innovative Technology and Interactive Songs to Engage Students in Standards-based Introductory Statistics Learning Objectives: Discussing Lessons Learned from NSF-funded Project SMILES (9-12, College, General)	<b>From Awareness to Action</b> <i>Post Session with Speakers</i>
10:25-10:35	Break						
<b>IMAGINE SESSIONS</b> <b>10:35-11:15</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	<b>Garden Court Terrace</b>
	Gladys Krause, Luz Maldonado, & Melissa Adams ¿Splitiao or Dividido? How Best to Maximize the Use of Language in the Elementary Bilingual Classroom (K-5)	Billie Mathews Solving Mathematical Word Problems Through Code Switching (K-8)	Gloria Brown-Brooks It's ALL About the Students. Increasing Communication with the Students Whom You Teach Mathematics (6-12)	Eva Thanheiser, Brenda Rosencrans, Randolph Philipp, & Jennie Osa Do Prospective Elementary Teachers (in the United States) Notice Family/Cultural Aspects of Mathematics in a Teaching Scenario (College)	Aaron Wilson Why is it Especially Good to be Bilingual in a Mathematics Classroom? (K-8, College, General)	José María Menéndez, Guadalupe Lozano, & Laura Watkins Incorporating Interactive-Engaged, Problem Solving (IE-PS) Pedagogy + Mentoring in a Pre-Calculus Class (9-12, College)	<b>From Awareness to Action</b> <i>Post Session with Speakers</i>

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<b>Saturday</b>	<b>June 23</b>						
<b>11:15-11:30</b>	<b>Break</b>						
<b>LUNCH &amp; SOCIAL JUSTICE PANEL 11:30-12:45</b>	<p align="center"><b>Basta! (Enough is enough!) Reclaiming Our Right to Relate with Our Students and Communities</b>  Melissa Adams, Higinio Dominguez, Luz Maldonado  Erin Turner - Moderator  <i>Terraza</i></p>						
<b>12:45-1:00</b>	<b>Break</b>						
<b>INNOVATE SESSIONS 1:00-2:00</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	
	<p align="center"><b>Danielle Moore</b>  Incorporating Interactive-Engaged, Problem Solving (IE-PS) Pedagogy + Mentoring in a Pre-Calculus Class (9-12, College)</p>	<p align="center"><b>Lisa Miller</b>  Helping Underrepresented Students be Successful In All Levels of Mathematics - Strategies for the Classroom and the Community (General)</p>	<p align="center"><b>Ricardo Martinez</b>  Finding a Mathematical Voice: Re-representation through Art through Youth Participation Action Research (6-12, College, General)</p>	<p align="center"><b>Carlos LópezLeiva, Ibrahim Demir, José Antonio Lecea Yanguas, Sylvia Celedón-Pattichis, &amp; Marios S. Pattichis</b>  Developing Mathematical and Computer Programming Identities through Multimodal Tasks and Complex Instruction (6-8)</p>	<p align="center"><b>Rachel Bower</b>  How a HSI is Changing the Educational Landscape for Underserved Students (9-12, College, General)</p>	<p align="center"><b>Kay Gilliland Equity Dialogue  Connie Schrock (NCSM) &amp; Randy Phillip (AMTE)</b></p>	
<b>2:00-2:15</b>	<b>Break</b>						
<b>INNOVATE SESSIONS 2:15-3:15</b>	<b>Valencia A</b>	<b>Valencia B</b>	<b>Las Palmas A</b>	<b>Las Palmas B</b>	<b>Las Palmas C</b>	<b>El Teatro</b>	
	<p align="center"><b>Nicki Lindner</b>  Partitioning Shapes: A Gateway to Understanding Fractions (K-5)</p>	<p align="center"><b>Shagufta Raja, David Pugalee</b>  Role of Language and Cultural Diversity in Math Education (9-12, College, General)</p>	<p align="center"><b>Debasmita Basu, Steven Greenstein</b>  Designing Tasks That Elicit Students' Multiple Mathematical Knowledge Bases (6-8)</p>	<p align="center"><b>Allison Papaleo, Stefanie Livers</b>  Removing Gatekeeping Practices to Advocate for Equitable Mathematics: Transitioning from Dehumanizing Practices to Rehumanizing Practices (K-12)</p>	<p align="center"><b>Carole Greenes &amp; Mary Cavanagh</b>  Curiosity Prompts Persistence and Learning by All Students: The Use of Context-Rich Projects for Instruction and Assessment (6-8)</p>	<p align="center"><b>Karen Hyers</b>  Goal-Setting and Self-Assessment Strategies to Promote Achievement for All (9-12)</p>	
<b>3:30-4:00</b>	<p align="center"><b>Closing Remarks and Door Prizes</b>  <i>Terraza</i></p>						