TODOS 2018

June 21-23

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

Scottsdale Plaza Resort, Scottsdale, Arizona

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President's Message

Two years have gone by since our last reunion. During these two years, many opportunities for us to grow and learn have emerged, placing mathematics educators and leaders in a unique position to make significant decisions and changes that transform education.

This year's conference theme "Its ALL about All Students Learning Quality Mathematics: Advocating for Equity and Social Justice" will frame two-days of exciting and insightful sessions that will generate questions, cause disequilibrium and leave you with hope as you position yourself to take a social justice stance.

Muchas Gracias, to our conference committee, who have volunteered and dedicated time, treasure and talent to creating a thoughtful forum for all of us to experience.

Bienvenidos to the third biennial conference! It is our hope that you build relationships that will continue to grow your network and support system. Go back to your sites and share, interrogate, and advocate for ALL students. Thank you for allowing TODOS to be a part of your journey.

Diana Ceja
President, TODOS: Mathematics for ALL

A Tribute to Carol Edwards

Carol Shigeko Abe Edwards (October 8, 1938 - June 21, 2017) was a nationally recognized mathematics teacher and math education leader. Born in Hawaii, she later moved to the mainland, earned her Ph.D. at the University of Illinois and went on to become a leader in mathematics education at the community college level and within many national organizations. Working with students, teachers and leaders was her passion. She used her organizational skills to support many national mathematics associations.

Carol was a charter member of TODOS: Mathematics for all. She became a member of the TODOS Board in 2005 when she became Chair of the TODOS Conference Committee and was in that position until 2010 when she became Executive Secretary. She also served a two-year term as Member-at-Large from 2007-2009. She was Executive Secretary from 2009-2015, serving two three-year terms. She was Conference Chair again from late 2015 until her untimely death. Carol worked diligently and tirelessly “behind the scenes” planning and organizing efforts. Over the years, Carol became a central member of our organization and served to mentor new members as they joined. TODOS offered Carol the opportunity to work with mathematics educators from around the world. Whether it was K-12, community college or university level activities, Carol found opportunities to actively participate in our organization’s activities and support the efforts of the different committees.

In 2011, TODOS awarded Carol the Iris M. Carl Equity and Leadership Award. This Award recognized Carol’s significant contributions to the quality of mathematics education provided to underserved students, in particular to Latina/o students; her commitment to improving mathematics education for all students; and the way her work impacted equity and access for underserved students. Carol’s sustained work in improving mathematics for ALL students has influenced schools, school communities, leaders and practitioners.

Carol also served the National Council of Supervisors of Mathematics over a 10-year period. She was Second, then First Vice President of the organization. Later she served as the Functions/Events Chair for all NCSM Board meeting events, the Academies and the Annual

Conferences. In 2012, the National Council of Supervisors of Mathematics (NCSM) awarded Carol the prestigious Ross Taylor / Glenn Gilbert National Leadership Award, recognizing her unique and dedicated life-long contributions to mathematics education.

Carol was also a member of the National Council of Teachers of Mathematics (NCTM), the American Mathematical Association of Two Year Colleges (AMATYC), and served on several National Science Foundation (NSF) panels, reviewing proposals for programs in mathematics and mathematics education. While in St. Louis, Carol was a co-founder of a math contest for local middle schools, sponsored by Math Educators of Greater St. Louis (MEGSL). The contest is now approaching its 40th year and continues to promote student interest in Science, Technology, Engineering and Mathematics (STEM).

After retiring in 1999, Carol stayed active in national mathematics organizations while taking a part-time position with Chandler Gilbert Community College where she continued to tutor and mentor students and teachers at all levels.

Carol's vision and inspiration lives on through all of the countless students, colleagues, friends and family who had the good fortune to know her.

Last year, TODOS established the Carol A. Edwards Speaker Fund in her memory. This fund provides partial support for TODOS members speaking as part of a TODOS strand at conferences. If you wish to make a donation, please click on the link http://bit.ly/EdwardsDonation (login required) or send the contribution to TODOS: Mathematics for All, P.O. Box 25482, Tempe, AZ 85285-5482 and indicate on the memo “Carol A. Edwards Speaker Fund.”

Carol is survived by Roger, her husband of 54 years; her son Keith and his wife Jody; grandson Ryan; three step-grandchildren and their families, including six great-grandsons; brother David Abe and his wife Judy; sister-in-law Gale Edwards; nephews Miles Abe, Tim Edwards, David Edwards and niece Leina Garcia, and their families.

Carol is missed by all whose lives she touched.

Call to Collective Action: From Awareness to Action

During the 2016 TODOS Conference, leaders of several national mathematics organizations convened and decided to launch a year dedicated to developing a collective understanding of equity and social justice. Currently in its second year, the Call to Collective Action intends to build on this collective acknowledgement that the current educational system is unjust and move to actions that will improve the quality of mathematics education for ALL students. We invite you to join our webinar series and twitter chats, as well as to lead your own discussion forums as we work collectively to improve the quality of mathematics education.

Participating Organizations

Association of Mathematics Teacher Educators (AMTE)
Benjamin Banneker Association, Inc. (BBA)
California Mathematics Council-South (CMC-S
Journal of Urban Mathematics Education (JUME)
National Council of Supervisors of Mathematics (NCSM)
National Council of Teachers of Mathematics (NCTM)
North American Study Group on Ethnomathematics (NASGEm)
TODOS: Mathematics for ALL
Women and Mathematics Education (WME)

TODOS Accomplishments 2017 - 2018

- Worked Collaboratively with other mathematics education organizations on the second year of A Collective Call to Action
    - Association of Mathematics Teacher Educators (AMTE)
    - Benjamin Banneker Association, Inc. (BBA)
    - California Mathematics Council-South (CMC-South)
    - Journal of Urban Mathematics Education (JUME)
    - National Council of Teachers of Mathematics (NCTM)
    - National Council of Supervisors of Mathematics (NCSM)
    - North American Study Group on Ethnomathematics (NASGEm
    - TODOS: Mathematics for ALL
    - Women and Mathematics Education (WME)
- Provided two professional development workshops on teaching mathematics through the lens of social justice.
- Selected Conference Chairs for the TODOS 2018 Conference and secured venue.
- Selected speakers for the TODOS 2018 Conference.
- Supported Student Awards: NCTM San Antonio, TX; OCTM in Columbus, OH; and CMC-South in Palm Springs, CA.
- Continued to focus efforts on states with the largest number of and/or largest percentage of Latina/o population (Arizona, California, Colorado, Florida, Georgia, Illinois, Nevada, New Jersey, New York, New Mexico, and Texas.
- Had a TODOS booth or table at: NCSM, NCTM, AMTE, CAMT, AMATYC, CCTM Conference, School Science and Mathematics Association Conference, NCTM Regional Conferences in Orlando and Chicago, NCTM Innov8 in Las Vegas, OCTM Conference, CMC-South Conference, the Northwest Mathematics Conference in Portland, and the Greater San Diego Mathematics Council Conference.
- Attended Conference Board of Mathematical Sciences (CBMS)
- Continued TODOS Live!, now Season 9
- Published Noticias de TODOS
- Published *TEEM 7*
- Sent out Enews monthly
- Planned TODOS 2018 Conference

Creators of **ST Math®**

MIND RESEARCH INSTITUTE

MIND Research Institute is a neuroscience and education social impact organization. Its mission is to ensure that all students are mathematically equipped to solve the world's most challenging problems. To achieve this goal, we created Spatial-Temporal (ST) Math®, a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving. ST Math motivates, challenges, and provides an equitable learning path for all children regardless of skill level or language background.

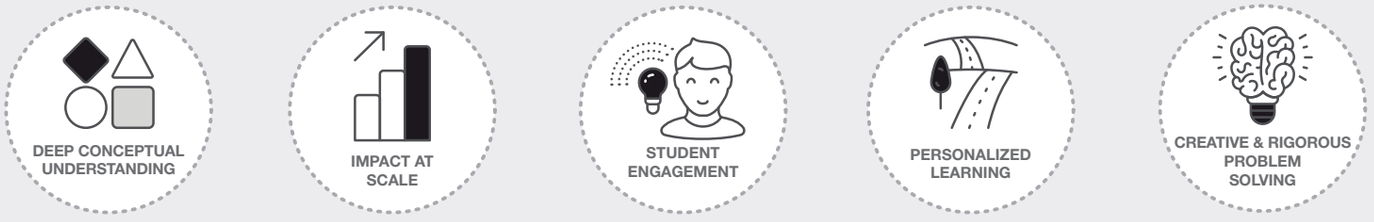
Play sample ST Math games at **stmath.com/play**.

To see the ST Math impact in Arizona, visit stmath.com/arizona.

STMath®

See the Math and Grow

MIND Research Institute's flagship ST Math instructional program is designed to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives. It is closely aligned with the Arizona Math Standards, integrates with core instruction, and is delivered in a variety of learning environments.



ST Math Programs: • PRE-K • ELEMENTARY • MIDDLE SCHOOL • FLUENCY

For more information, please contact:
Daniel Santiago
dsantiago@mindresearch.org
480.521.8308
stmath.com | mindresearch.org

1,200,000+ Students

53,000+ Teachers

3,900+ Schools

47 States

2018 TODOS Conference App and Feedback Links

Visit **https://www.mheducation.com/** on your Smartphone to join the program.

Event ID: TODOS2018

We value your input. Please take a few minutes to provide TODOS with some feedback that will allow us to improve your conference experience!

TODOS 2018 Individual Session Feedback
http://bit.ly/TODOS18Sessions

TODOS 2018 General Conference Feedback
http://bit.ly/TODOS18Feedback

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ConstructEd, a division of Kendall Hunt Publishing, is revolutionizing the way K-12 school districts adopt curriculum. ConstructEd was founded out of the need for individual school districts to easily and affordably build the curriculum for their students.

Whether you are in need of creating your own content, customizing an existing product by adding items specific to your school or adopting one of our existing, we can help you create made-to-order print and/or digital curriculum that's the right fit for your school. Visit **createcustomizeadopt.com/faqs** to see our most common ConstructEd questions answered and to get started today.

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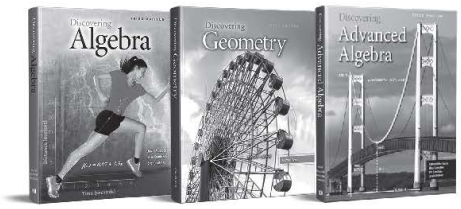
- ✔ Your Budget



With the *Discovering Mathematics* series, students solve problems, make sense of complex situations, and develop mathematical skills in a meaningful and retrievable way. Written to the CCSS, its strength lies in the way it connects mathematical content and practices. Students will not only learn a mathematical procedure, but will be able to justify why it works.

Kendall Hunt

www.CreateCustomizeAdopt.com

Conference Information

Registration

Full Registration is required for participation in all conference activities. The full registration fee includes access to all workshops, general sessions, reception and conference meals. The conference badge issued at registration is your official TODOS 2018 identification and access pass to all activities. The registration also includes the following functions: Reception (Thursday), Breakfasts (Friday and Saturday), and lunches (Friday and Saturday).
By registering for the TODOS 2018 Conference, participants grant TODOS the right to use, in promotional materials, their likenesses as recorded on, or transferred to, various media.

Presenters and Participants

Please check in at the Onsite Welcoming table.

Session Courtesy

All sessions will be located in La Valencia, Las Palmas, El Teatro, and La Terraza rooms. As a courtesy to our presenters, please turn off or silence all cell phones, PDA's or other devices that would disrupt presentations, unless otherwise noted by the presenter.

Taping, Recording, or Photographing Sessions

Participants need written permission to tape, record, or photograph sessions directly from the speaker(s) before the session begins. The request should include intended use as well as name and contact information of the requester. A copy of the request should be given to the speaker.

Program Changes

Changes to the TODOS 2018 program will be listed on program addendum provided at the Onsite Welcoming table and will be updated in the Cumulus app.

Professional Development

The Professional Development Form found at the back of the program can be used to document your participation in TODOS 2018: It's *ALL* About *ALL* Students Learning Quality Mathematics: Advocating for Equity and Social Justice conference for professional development credit. Print and sign your name at the bottom of the form in the spaces provided.

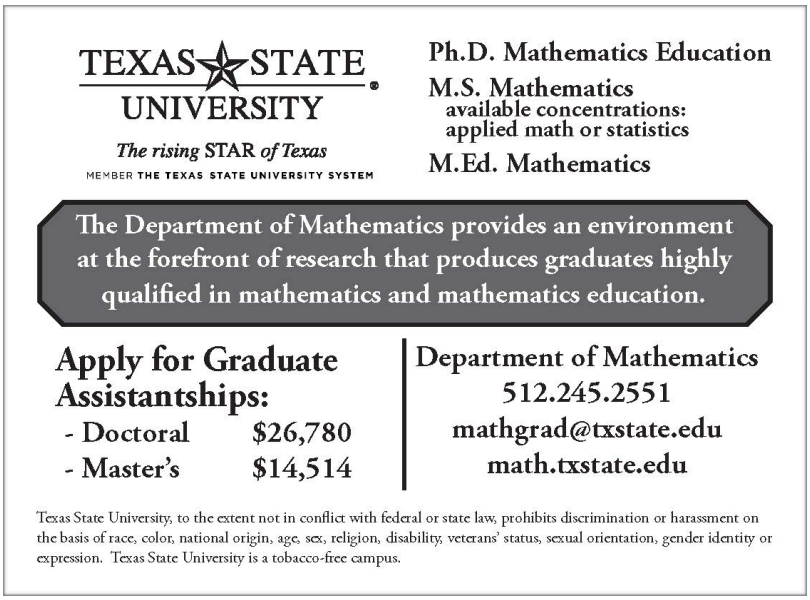
Ground Transportation

The Scottsdale Plaza Resort offers an airport shuttle that runs to and from Sky Harbor International Airport in Phoenix. The shuttle runs daily from 5am until 9pm, every 30 minutes. The cost is $23 per person each way. You can reach the Bell Desk at 480-951-5118. Shuttle availability and times are subject to change.

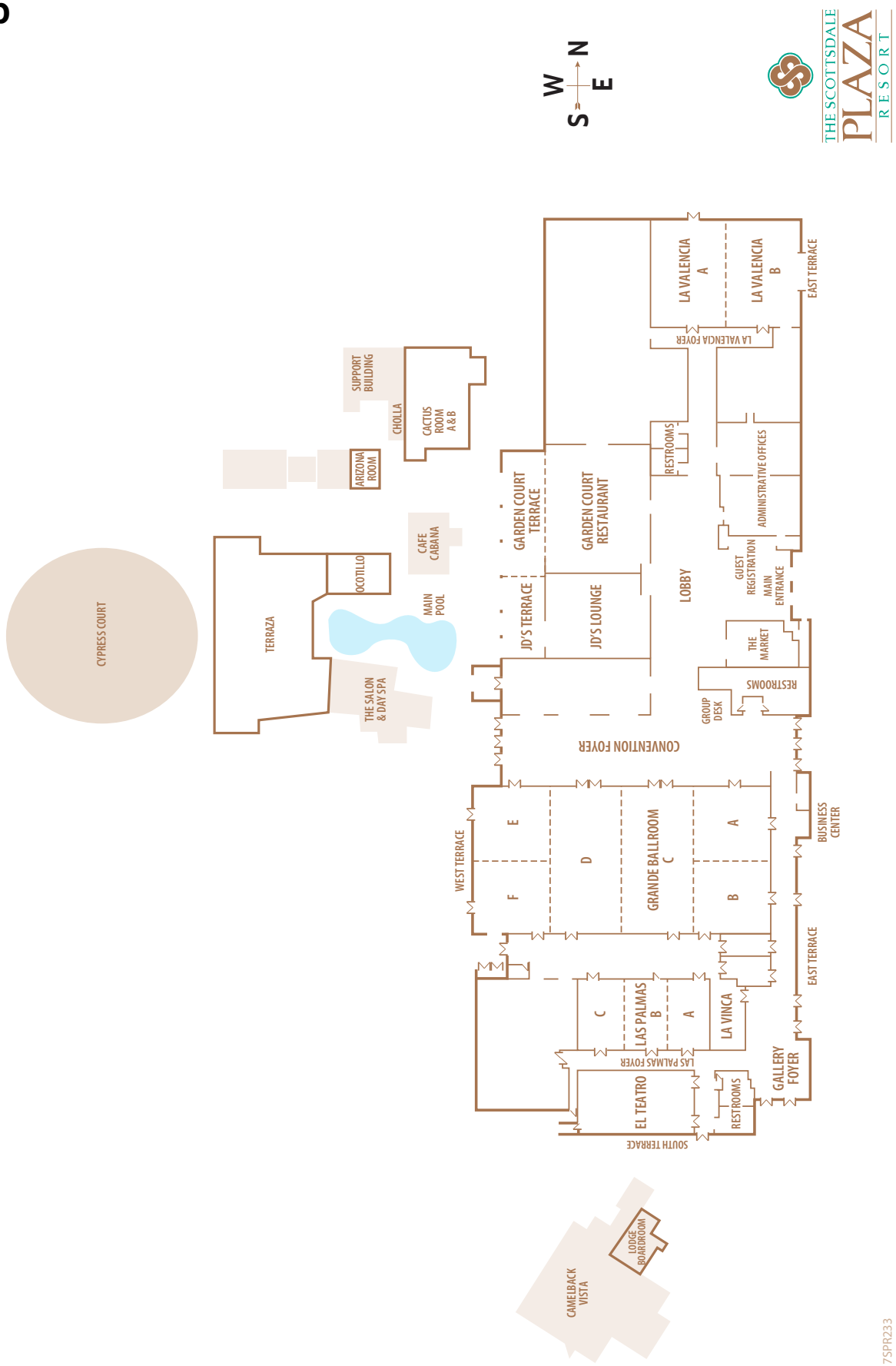
There is a fixed route bus service with a stop in front of the Plaza with connections to four free trolley routes near the Scottsdale/Camelback area. Consult ValleyMetro.org for schedules for Route 72 Scottsdale/Rural route and for information regarding the Downtown, Camelback, Miller Road and Neighborhood trolleys.

Restaurants

The Scottsdale Plaza Resort is located minutes from art galleries, restaurants, Old Town Scottsdale, and championship golf courses. Restaurants located at the resort are Remington's Restaurant & Lounge, J.D.'s Lounge, Garden Court Restaurant, and Café Cabana. Across Scottsdale Road is the Scottsdale Seville Shopping Center with several restaurants ranging from Starbucks to Ruth's Chris Steak House.



Map


THE SCOTTSDALE PLAZA RESORT
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CYPRESS COURT
TERRAZA
OCOTILLO
CAFE CABANA
MAIN POOL
THE SALON & DAY SPA
SUPPORT BUILDING
CHOLLA
CACTUS ROOM A & B
ARIZONA ROOM
GARDEN COURT TERRACE
GARDEN COURT RESTAURANT
JD'S TERRACE
JD'S LOUNGE
LOBBY
RESTROOMS
ADMINISTRATIVE OFFICES
GUEST REGISTRATION
MAIN ENTRANCE
LA VALENCIA A
LA VALENCIA B
LA VALENCIA FOYER
EAST TERRACE
THE MARKET
RESTROOMS
GROUP DESK
CONVENTION FOYER
WEST TERRACE
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GRANDE BALLROOM C
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BUSINESS CENTER
EAST TERRACE
C
LAS PALMAS B
A
LAS PALMAS FOYER
LA VINCA
GALLERY FOYER
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FREE K–5 APP
MATH VOCABULARY

Toggle between Spanish & English

Math Vocabulary Cards help students deepen their conceptual understanding of key terms in mathematics. Each card features three sections: a math term, a representative example or model, and a concise definition. Each section can be hidden or revealed, providing multiple options for practice. Vocabulary cards can be selected individually or by category and switched seamlessly between Spanish and English.

This virtual version of our Word Resource Cards is an open-ended educational tool ideal for elementary classrooms and other learning environments that use laptops, iPads, Chromebooks, and Windows devices.

These key mathematical terms and visual models are featured throughout Bridges in Mathematics, second edition.

mathlearningcenter.org/resources/apps

APP FEATURES

- Available on iPads and the web.
- Choose cards sets for grades K–2 or 3–5.
- Select cards by category (fractions, geometry, etc.) or individually.
- Cards are automatically sorted in random order.
- Hide and reveal one or more sections of each card.

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Schedule Overview

Thursday, June 21	
3:00-5:00	Check In
5:00-6:30	Welcome, Tribute to Carol A. Edwards and Keynote Speaker
6:30-8:00	Reception
Friday, June 22	
7:00-7:45	Breakfast
8:00-8:45	Opening Session
9:00-11:00	Impact Sessions
11:00-11:15	Break
11:15-12:15	Innovate Sessions
12:15-1:30	Lunch, Iris Carl Award and Ignite Sessions
1:45-2:45	Innovate Sessions
2:45-3:00	Break
3:00-4:30	Investigate Sessions
4:30-5:00	Follow-up Discussions with Impact Communities
5:15-6:15	Student Awards
Saturday, June 23	
7:00-7:45	Breakfast
8:00-9:30	Investigate Sessions
9:30-9:45	Break
9:45-10:25	Imagine Sessions
10:25-10:35	Break
10:35-11:15	Imagine Sessions
11:30-12:45	Lunch, Cathy Kinzer Award, and Social Justice Panel
1:00-2:00	Innovate Sessions
2:00-2:15	Break
2:15-3:15	Innovate Sessions
3:25-4:30	Closing

Session Overview

Opening Keynote (45-60 minutes)	
Impact Sessions (2 hours with 30 minutes follow-up)	Build a foundation for your conference experience by examining the theme of Advocating for Equity and Social Justice with attendance at one of six Impact Sessions. Each of these sessions is led by expert national speakers in the fields of mathematics and equity and will provide you with a framework for applying your focus for learning throughout the rest of the conference.
Innovate Sessions (60 minutes)	Experience 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.
Investigate Sessions (90 minutes)	Deepen your understanding of different conference themes by exploring and participating in the different investigate sessions offering pragmatic strategies that will impact your specific setting. These sessions will be highly participatory, and you can expect abundant learning opportunities that explore implementation in many different contexts.
Imagine Sessions (40 minutes)	Engage in the radical imagination of the possibilities for educational advocacy and justice with a short burst session showcasing research, projects, or innovations with connections to practice.
Ignite TODOS	Be inspired and engaged by this series of short, powerful presentations. Each ignite TODOS talk is exactly 20 slides in 15-second interval, insights are shared that generate awareness, stimulate thought and ignite action.
Social Justice Panel	In this panel, presenters will share their stories as teachers and scholars whose work offers alternatives for humanizing the learning experiences of our Latin@ children and their teachers. Their stories attest to the power of convivencia (togetherness) that has been taken away from our children's education.
From Awareness to Action (Unstructured)	Converse with speakers in an informal setting about how to take ideas and strategies you are learning to actionable approaches to advocate for equity and social justice in your specific setting.
Zona Libre	Relax in a safe and free space where you can chat and network with friends and colleagues, including authors of recent publications related to equity and social justice.
Kay Gilliland Equity Workshop Series (60 minutes)	Join the Presidents of mathematics education organizations in the Kay Gilliland Equity Dialogues. They will be dialoguing around efforts each organization is doing to advocating for equity and social justice. The series will be presented in honor of beloved Kay Gilliland whose career focused on the equity principles at the core of TODOS.

Focus Strands

Look for the following indicators in the session's description to connect to the strands for the conference. If not indicated, the session has a focus that cover all the strands.

Strand	Key
Centering Language, Literacy, and Culture in Mathematics	**CLL**
Building on Student, Family, and Community Strengths	**Family**
Moving Beyond Awareness, Engaging in Social Justice in Mathematics	**SocJust**
Implementing Mathematics Standards-Based Curriculum Through Task, Technology, Social Media, and Assessment	**TTSA**
Opening Gates, Advocacy and Activism in Mathematics Education for All	**Advocacy**

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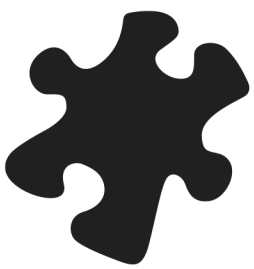

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June 21-23 — TODOS 2018 Conference Sessions and Speakers

Thursday	**June 21**						
3:00-5:00	**Onsite Check In**						
5:00-6:30	**Welcome** **Keynote Speaker Dr. Maria del Rosario Zavala** **Embracing Personal and Professional Disequilibrium in a Quest for Social Justice in Mathematics Education** *Terraza*						
6:30-8:00	**Reception in Terraza**						
Friday	**June 22**						
7:00-7:45	**Breakfast**						
8:00-8:45	**Opening - Kathryn Chval**						
8:45-9:00	**Break**						
IMPACT SESSIONS 9:00-11:00	**Valencia A**	**Valencia B**	**Las Palmas A**	**Las Palmas B**	**Las Palmas C**	**El Teatro**	**Garden Court Terrace**
	Zandra de Araujo Re-centering our Classrooms: What to Decenter so that we can Center Language, Literacy, and Cultures (K-12, General)	**Kathleen Stoehr, Fany Salazar, & Marta Civil** Weaving the Mathematical Threads Through Home, School, and Community (PreK-3, General)	**Karen Mayfield-Ingram** Understanding the Role of Identity and Agency in Mathematics Teaching (K-12, General)	**Melissa Soto, Mollie Appelgate** Positioning Students as Mathematical Thinkers Using Screencasts (K-8, General)	**Carolee Koehn, Theodore Chao** Moving Towards Action: Developing Advocacy and Activism in Mathematics Education (K-12, General)	**Eli Luberoff** Knocking Down Barriers with Technology (K-12, General)	
11:00-11:15	**Break**						
INNOVATE SESSIONS 11:15-12:15	**Valencia A**	**Valencia B**	**Las Palmas A**	**Las Palmas B**	**Las Palmas C**	**El Teatro**	**Garden Court Terrace**
	Kristie Jones Manley and Stefanie Livers Language, Literacy, and Culture: Keys to Equitable Instruction (K-5)	**Cynthia Oropeza Anhalt, Julia Aguirre, Erin Turner, Mary Q. Foote, & Amy Roth McDuffie** The Price of Guacamole: Designing Rigorous and Relevant Mathematical Modeling Tasks that Build on the Strengths of Community and Cultural Contexts(K-12, General)	**Ji Yeong I, Kaitlin Ogden, Ricardo Martinez, & Betsy Araujo-Grando** Implementing Mathematical Modeling with Emergent Bilinguals (6-8)	**Larry Lesser, Marta Civil** Teachers' Information Session for Potential *TEEM* Players (Writers or Reviewers) (K-12, General)	**Melissa Hosten, Deborrah Black, & Eboney McKinney** Empowering Classroom Activists (K-8, College, General)	**Kay Gilliland Equity Dialogue** **Robert Berry (NCTM) & Jim Ham (AMATYC)**	**From Awareness to Action** *Post Session with Speakers*

June 21-23 — TODOS 2018 Conference Sessions and Speakers

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

June 21-23

TODOS 2018 Conference Sessions and Speakers

Saturday	June 23						
7:00-7:45	Breakfast						
	Valencia A	**Valencia B**	**Las Palmas A**	**Las Palmas B**	**Las Palmas C**	**El Teatro**	**Garden Court Terrace**
INVESTIGATE SESSIONS 8:00-9:30	**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)	**Zona Libre**
9:30-9:45	Break						
	Valencia A	**Valencia B**	**Las Palmas A**	**Las Palmas B**	**Las Palmas C**	**El Teatro**	**Garden Court Terrace**
IMAGINE SESSIONS 9:45-10:25	**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)	**From Awareness to Action** *Post Session with Speakers*
10:25-10:35	Break						
IMAGINE SESSIONS 10:35-11:15	**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)	**From Awareness to Action** *Post Session with Speakers*

June 21-23 — TODOS 2018 Conference Sessions and Speakers

Saturday	June 23					
11:15-11:30	**Break**					
LUNCH & SOCIAL JUSTICE PANEL 11:30-12:45	**Lunch, Cathy Kinzer Award, and** **Basta! (Enough is enough!) Reclaiming Our Right to Relate with Our Students and Communities** Melissa Adams, Higinio Dominguez, Luz Maldonado Erin Turner - Moderator *Terraza*					
12:45-1:00	**Break**					
INNOVATE SESSIONS 1:00-2:00	**Valencia A**	**Valencia B**	**Las Palmas A**	**Las Palmas B**	**Las Palmas C**	**El Teatro**
	Danielle Moore Creating Classrooms Centered on the Secret Lives of Our Students (K-5)	**Lisa Miller** Helping Underrepresented Students be Successful In All Levels of Mathematics - Strategies for the Classroom and the Community (General)	**Ricardo Martinez** Finding a Mathematical Voice: Re-representation through Art through Youth Participation Action Research (6-12, College, General)	**Carlos LópezLeiva, Ibrahim Demir, José Antonio Lecea Yanguas, Sylvia Celedón-Pattichis, & Marios S. Pattichis** Developing Mathematical and Computer Programming Identities through Multimodal Tasks and Complex Instruction (6-8)	**Rachel Bower** How a HSI is Changing the Educational Landscape for Underserved Students (9-12, College, General)	**Kay Gilliland Equity Dialogue** **Connie Schrock (NCSM) & Randy Phillip (AMTE)**
2:00-2:15	**Break**					
INNOVATE SESSIONS 2:15-3:15	**Valencia A**	**Valencia B**	**Las Palmas A**	**Las Palmas B**	**Las Palmas C**	**El Teatro**
	Nicki Lindner Partitioning Shapes: A Gateway to Understanding Fractions (K-5)	**Shagufta Raja, David Pugalee** Role of Language and Cultural Diversity in Math Education (9-12, College, General)	**Debasmita Basu, Steven Greenstein** Designing Tasks That Elicit Students' Multiple Mathematical Knowledge Bases (6-8)	**Allison Papaleo, Stefanie Livers** Removing Gatekeeping Practices to Advocate for Equitable Mathematics: Transitioning from Dehumanizing Practices to Rehumanizing Practices (K-12)	**Carole Greenes & Mary Cavanagh** Curiosity Prompts Persistence and Learning by All Students: The Use of Context-Rich Projects for Instruction and Assessment (6-8)	**Karen Hyers** Goal-Setting and Self-Assessment Strategies to Promote Achievement for All (9-12)
3:25-4:30	**Closing Remarks - Kathryn Chval and Jennifer Bay-Williams** **Door Prizes** **Terraza**					

Session Descriptions

Thursday, June 21, 2018

3:00-5:00	Onsite Check In	Conference Foyer
5:00-6:30	Welcome	Terraza
	Keynote: Dr. Maria del Rosario Zavala	

Embracing Personal and Professional Disequilibrium in a Quest for Social Justice in Mathematics Education

The plenary session will be a chance to begin to think about ideas and questions to guide participants work throughout the conference. Dr. Zavala will start from the question, *"In what ways can each of us challenge systems of oppression that continue the marginalization of large sections of the population from learning rigorous mathematics?"* Dr. Zavala proposes that true commitment to social justice requires first accepting that if you are not committed then you are complicit in upholding an unjust system, and second, that change will require discomfort, both personal and professional. In the same way that teachers may ask students to experience a productive disequilibrium when learning mathematics, participants will explore what productive personal and professional disequilibrium may mean if they are to truly enact change. Using examples from contemporary research and policy, participants will think about what questions are truly necessary to be asking themselves, and what values underlie particular questions and decisions.

Key questions that will guide this keynote include:

- *What is the hardest question I can ask myself right now about my educational practice?*
- *What values lie at the heart of this question?*
- *Who will benefit, and how will they benefit?*

6:30 - 8:00	Reception

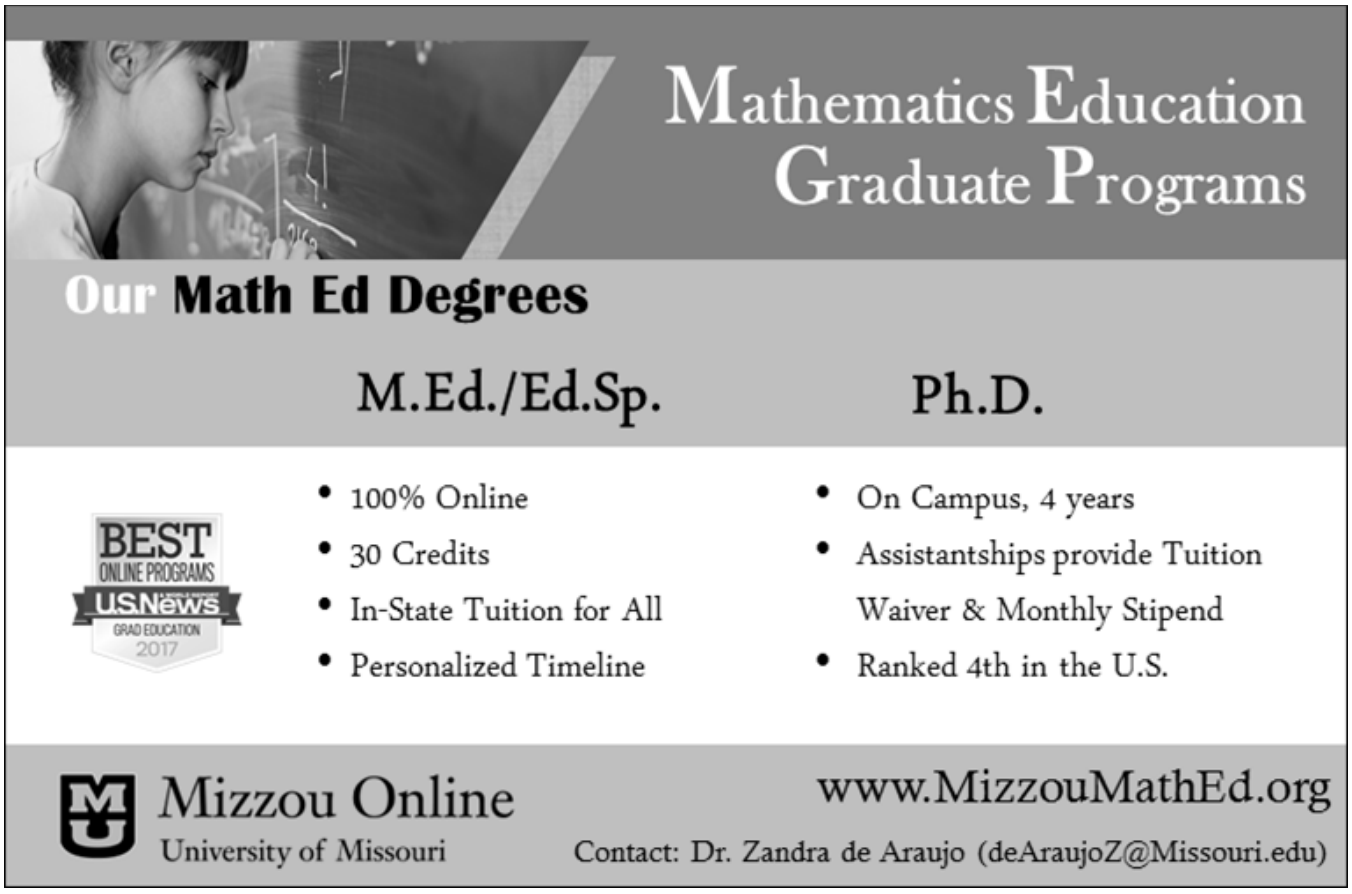
Friday, June 22, 2018

7:00-7:45	Breakfast	Terraza
8:00-8:45	Opening Session	Terraza

Can You Hear Me Now?	Kathryn Chval, TODOS Advocacy Committee	Terraza

The **TODOS Advocacy Committee** develops plans, structures, and communications in order to further the mission of TODOS and to help educators advocate for more equitable mathematics learning for every student. We seek to engage TODOS members, other organizations, and families to become knowledgeable and strategic advocates for equitable mathematics teaching and learning. We welcome and need your support!

Committee members include Jennifer Bay-Williams (Chair), Jim Ewing, Comfort Akwaji-Anderson, Carlos LopezLeiva, and Kathryn Chval. With additional support from Nora Ramirez, and Diane Kinch.

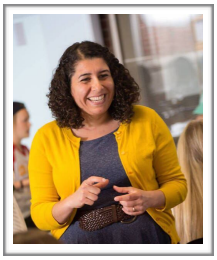


Friday, June 22, 2018

9:00-11:00 Impact Sessions

101	Re-centering our Classrooms: What to Decenter so that we can Center Language, Literacy, and Culture - **CLL**	Zandra de Araujo	K-12, General	Valencia A

Language, literacy, and culture are always present in the mathematics classroom, but are often relegated to the background. In order to center our classrooms around these aspects, we must also consider features that should be decentered. In this session, we will build on previous research and professional development efforts as we engage in collaborative mathematical activities and discussions that will help us understand what and when to decenter so that we can foreground the tapestry of knowledge and resources students bring to our classrooms. We will also discuss the tensions that arise as we begin to center language, literacy, and culture and the ways in which we can negotiate these tensions as we re-center our classrooms.



Zandra de Araujo

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.

102	Weaving the Mathematical Threads Through Home, School, and Community - **Family**	Kathleen Jablon Stoehr, Fany Salazar, & Marta Civil	PreK-3, General	Valencia B

This session will focus on ways that teachers and parents in diverse communities can work together to leverage the mathematics that occurs in students' homes, schools, and communities. We will share our experiences of working at two elementary school sites (at the preK-3 levels) in Latinx communities with different language policies. We will present our model of how leadership teams of parents and teachers can explore together the mathematics learning opportunities that exist in the homes and communities of students and how teachers can make relevant connections to school mathematics. This includes learning about and exploring leadership development sessions with parents and teachers, mathematics workshops for parents, family mathematics workshops, parents' visits to mathematics classrooms, and teachers' household visits.

Kathleen Jablon Stoehr

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

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

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.

Friday, June 22, 2018

9:00-11:00 Impact Sessions

103	Understanding the Role of Identity and Agency in Mathematics Teaching - **SocJust**	Karen Mayfield-Ingram	K-12	Las Palmas A

Focusing exclusively on achievement has not provided sufficient information to improve mathematics learning for all students. It is vital to understand more about the conditions that students engage in and the support systems necessary to create those conditions.This interactive presentation will focus on conceptual tools and equity practices that support students' mathematics learning. Group activities, individual reflections, mathematical tasks, and videos will help illustrate the role 1) teachers' mathematics identities 2) professional noticing, and 3) assessment structures play in positively impacting student's mathematical identity and agency. In addition, participants will work with colleagues to discuss implementation of ideas into their instruction.

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.

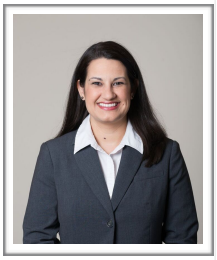
Karen Mayfield-Ingram

104	Positioning Students as Mathematical Thinkers Using Screencasts - **TTSA**	Melissa M. Soto & Mollie H. Appelgate	K-8, General	Las Palmas B

In generating screencasts, based on teachers purposefully-selected tasks, children are encouraged to utilize multimodal ways to represent and communicate their solution strategies when problem solving. Screencasting is unique in that it captures students' problem solving process from beginning to end and allows them and their teacher to use the screencast to share, reflect, assess and highlight valuable solution strategies and mathematical thinking, even at a later time. Generating screencasts allows for more ways for students to participate and gives teachers greater opportunities to position students as mathematical thinkers in the classroom creating for a more equitable space. In this presentation, participants will engage in creating screencasts, analyzing children's (K-8) mathematical thinking through screencasting, and discussing ways to implement screencasting in their own classrooms.

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.



Melissa M. Soto

Mollie Appelgate

CLL Centering Language, Literacy, & Culture

Family Student, Family & Community

SocJust Social Justice

TTSA Task, Tech, Social Media & Assess.

Advocacy Advocacy & Activism

Friday, June 22, 2018

9:00-11:00 Impact Sessions

105	Moving Towards Action: Developing Advocacy and Activism in Mathematics Education - **Advocacy**	Carolee Koehn Hurtado & Theodore Chao	K-12, General	Las Palmas C

This session opens up a space for TODOS conference attendees to share, discuss, and engage in experiences surrounding advocacy, activism, and action in mathematics education. Through semi-structured discussion, this session invites mathematics educators at all levels of activism experience to share, learn, and listen. This session also build momentum for national community action, launching a social media campaign in which we, as TODOS, share *testimonios* videos of our commitment to action in mathematics education using the hashtag #weteachmath. Throughout this session, participants will engage in discussions on how to bring the advocacy and action from this conference into their communities, ensuring a conversation that will continue well past the end of the conference.

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.

Carolee Koehn Hurtado

Theodore Chao

106	Knocking Down Barriers with Technology - **TTSA**	Eli Luberoff	K-12, General	El Teatro

One-to-one. Accessibility. Personalization. Internationalization. Low floor. High ceiling. What do these all have in common? Each is intended to make mathematics work for every student. Not just students who are confident, not just students who struggle, every student. We'll explore the technology and techniques that can open doors, challenge the bored, empower the disempowered, enable the disabled, and turn every student into a mathematics student.

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

Eli Luberoff

Friday, June 22, 2018

11:15-12:15 Innovate Sessions

201	Language, Literacy, and Culture: Keys to Equitable Instruction - **CLL**	Kristie Jones Manly & Stefanie Livers	K-5	La Valencia A

Come and learn about how to help ALL students learn meaningful mathematics. Language, literacy, and culture are personal attributes of each and every student, and an integral part of learning mathematics. Strategies, approaches, and practices will be presented to advocate for equitable teaching for ALL students to combat the historical approach of ignoring backgrounds within a biased system that sets many populations of students up for failure (Martin, 2000).

202	The Price of Guacamole: Designing Rigorous and Relevant Mathematical Modeling Tasks that Build on the Strengths of Community and Cultural Contexts - **Family**	Cynthia Oropeza Anhalt, Julia Aguirre, Erin Turner, Mary Q. Foote, & Amy Roth McDuffie	K-12, General	La Valencia B

This session engages participants in the mathematical modeling process through a complex task that leverages diverse mathematical knowledge, cultural backgrounds and lived experiences. Participants will investigate costs associated with making guacamole, using real-time data on avocados to create mathematical models that predict prices that matter to local families and restaurant owners. Modeling task design that is mathematically rigorous, accessible and community-based will be discussed.

203	Implementing Mathematical Modeling with Emergent Bilinguals - **TTSA**	Ji Yeong I, Kaitlin Ogden, Ricardo Martinez, & Betsy Araujo-Grando	6-8	Las Palmas A

We will present an effective mathematics curriculum we developed to support emergent bilinguals (EBs) to make sense of essential mathematical concepts through modeling problems that are closely related to students' real lives. Mathematical modeling tasks, which are designed in a format of 4-Act Tasks (modified from 3-Act Tasks), will be introduced as a tool to support EBs' mathematical understanding as well as our results of EBs who participated in this project.

204	Teachers' Information Session for Potential *TEEM* Players (Writers or Reviewers)	Larry Lesser, Marta Civil	K-12, General	Las Palmas B

TODOS' national peer-reviewed journal TEEM (Teaching for Excellence and Equity in Mathematics; http://www.todos-math.org/teem) seeks more contributions from teachers and this session especially targets teachers with insights and activities worth sharing (every teacher has them) beyond their school but who may lack experience putting it into publishable form. Researchers and those considering doing an occasional review of an submitted article are also welcome. TEEM Associate Editor Larry Lesser will overview identifying a topic, forming collaborations, searching the literature, organizing a paper's sections, and navigating the submission-review-revision trajectory. Then, attendees will have a chance for in-person real-time feedback in small groups from TEEM Editor Marta Civil and Editorial Board members, so start brainstorming ideas and bring 'em to the table. We'll be TEEMing with enthusiasm!

Friday, June 22, 2018

11:15-12:15 Innovate Sessions

205	Empowering Classroom Activists - **Advocacy**	Melissa Hosten, Deborrah Black, & Eboney McKinney	K-12, College General	Las Palmas C

How can we empower teachers to improve equity in their classrooms when they see so many structures and policies that reduce the social justice in our schools? Explore 3 strategies that have been used to help classroom teachers recognize their own agency, lead from their classroom and school, and even embrace creative insubordination. This session will leverage the structure: Experience, Engage & Explain, Unpack & Uncover throughout, so be ready to try (take a risk), talk, and question!

206	Kay Gilliland Equity Dialogue	Robert Berry (NCTM) & Jim Ham (AMATYC) Marta Civil (TODOS) Facilitator	General	El Teatro

Join the Presidents of mathematics education organizations in the Kay Gilliland Equity Dialogues. They will be dialoguing around efforts each organization is doing to advocating for equity and social justice. The series will be presented in honor of beloved Kay Gilliland whose career focused on the equity principles at the core of TODOS.

207	From Awareness to Action	Various Speakers	All	Garden Court Terrace

Converse with speakers in an informal setting about how to take ideas and strategies you are learning to actionable approaches to advocate for equity and social justice in your specific setting.

12:15 - 1:30 Lunch, Iris Carl Awards, Ignite Sessions

Ignite Speakers	Sylvia Celedón-Pattichis, Carlos LopezLeiva, Chad McGlone, Cynthia Anhalt, Jennifer Bay Williams	Terraza

CLL	Centering Language, Literacy, & Culture	**Family**	Student, Family & Community	**SocJust**	Social Justice	**TTSA**	Task, Tech, Social Media & Assess.	**Advocacy**	Advocacy & Activism

Friday, June 22, 2018

1:45-2:45 Innovate Sessions

301	Promoting Quantitative Literacy with Worthwhile Social Justice Problems -**SocJust**	Jim Ham	9-12, College, General	La Valencia A

Both modeling and using real data are outcomes stated explicitly in the Common Core standards and common standards of the national collegiate-level mathematics organizations. Integrating a social justice topic into a modeling or data-related activity allows students to learn more about important social justice issues as they are doing significant mathematics. Examples of integrating social justice topics and worthwhile mathematics will be shared.

302	Social Justice Mathematics: A Mindset, Not a Lesson -**SocJust**	Andrew Gatza, Amber Willis, Sara Rezvi, & Lateefah Id-Deen	6-8, College, General	La Valencia B

This presentation positions social justice as a mindset rather than a lesson/unit, and further discusses the process of operationalizing social justice mathematics in working with students. Participants will leave with ideas about what TMfSJ as a mindset looks like in practice, and what supports might be needed to work with preservice and inservice teachers in order to adopt this approach.

303	Math Mythbusters: Math is NOT the Universal Language - **CLL**	Erika Bell	K-12	Las Palmas A

Many well-meaning educators fall victim to the myth that math is the universal language. English learners (ELs) today find themselves struggling in both the conceptual and linguistic contexts of this subject. Participants in this session will investigate research that debunks this myth and explore the implications of this research on their classroom practice. They will also consider practical strategies for making math content meaningful and culturally relevant for ELs.

304	Seeing Opportunities for Rigorous and Equitable Mathematics Learning Through the Lens of Interactions Between Task, Teacher, and Student - **TTSA**	Miriam Gates, Eden Badertscher, Una MacDowell, & Sarah Sword	6-8, College, General	Las Palmas B

We will use two lenses, TRUMath and Algebraic Habits of Mind, to examine how task design, teacher implementation, and learners interact to create a more rigorous and equitable classroom experience for students. Together, we will study classroom illustrations collected from the same teacher over two years the highlight how different interaction between task, teacher, and learner can be. We will work to uncover aspects of task design and classroom practice that ensure rigor and equity.

305	What More Can I Do?: Looking Inward as a Means to Support Teachers to Disrupt Inequitable Mathematics Teaching - **Advocacy**	Stefanie Livers, Craig Willey, & Weverton Pinheiro	College	Las Palmas C

We are not producing the kinds of teachers that are ready to disrupt patterns of inequities. There is much responsibility to go around, much of which lands on the shoulders of mentor teachers and teacher educators. This session 1) highlights the importance of self study and interrogation, 2) proposes new ways of engaging teacher partners to support novice teachers, and 3) highlights ways to support teachers as they develop culturally relevant math teaching practices.

Friday, June 22, 2018

1:45 - 2:45 Investigate Sessions

306	Kay Gilliland Equity Dialogue	Rosa Serratore (CMC-S) & Brea Ratliff (BBA) Kyndall Brown (TODOS) Facilitator	General	El Teatro

Join the Presidents of mathematics education organizations in the Kay Gilliland Equity Dialogues. They will be dialoguing around efforts each organization is doing to advocating for equity and social justice. The series will be presented in honor of beloved Kay Gilliland whose career focused on the equity principles at the core of TODOS.

307	Zona Libre	Various Speakers	All	Garden Court Terrace

Relax in a safe and free space where you can chat and network with friends and colleagues, including authors of recent publications related to equity and social justice.

3:00 - 4:00 Investigate Sessions

401	An Inqu[ee]ry into LGBTQ and Mathematical Identity - **Family, Advocacy**	James Sheldon, Susan Courey	9-12, College, General	La Valencia A

Recent studies show a close interrelationship between the development of LGBTQ (Lesbian, Gay, Bi, Trans, and/or Queer) identity and mathematical identity. Participants will learn how to use autoethnography, duoethnography, and other forms of reflective inquiry to reflect on their own experiences that contributed both to their own development and the development of their students on the axes of sexual orientation, gender identity, and mathematical identity.

402	Use a Leadership Pedagogy to Advocate for Social Justice in Mathematics - **SocJust, Advocacy**	Susie Håkansson	6-12, General	La Valencia B

ALL teachers and leaders must focus on excellence and equity in mathematics education. This requires a paradigm shift to a leadership pedagogy, where excellence and equity are at the center of professional learning. This pedagogy includes the following knowledge, beliefs, and actions: mathematics content knowledge, equity, advocacy, partnerships, and outcomes focused. With a leadership pedagogy, teachers and leaders can become more valuable advocates for social justice in mathematics.

CLL Centering Language, Literacy, & Culture

Family Student, Family & Community

SocJust Social Justice

TTSA Task, Tech, Social Media & Assess.

Advocacy Advocacy & Activism

Friday, June 22, 2018

3:00-4:00 Investigate Sessions

403	Using Visual Representations in Mathematics: Access and Equity for English Learners - **TTSA**	Pamela Buffington, Peter Tierney-Fife	6-8	Las Palmas A

Diagrams as problem solving tools have great potential for supporting students who are English learners (ELs). Come explore how diagrams in rational number contexts can support mathematical work and communication. Discuss how to weave language strategies into diagram-focused lessons, informed by example work produced by ELs using technological tools.

404	How Indigenous and Non-Indigenous Ways of Knowing, Being, and Doing Might Circulate Together in Mathematics Education - **CLL, Family, Advocacy**	Florence Glanfield	General	Las Palmas B

Three themes emerged from a recent research synthesis of how Indigenous and non-Indigenous ways of knowing, being, and doing circulate in mathematics education: 1. Culturally relevant education and ethical/cultural relationality. 2. Language. 3. Unlearning colonialism and decolonizing. Come and learn how these 3 themes can be used to develop your own Personal Action Plan (PAP) for advocating for Equity and Social Justice for ALL.

405	Algebra Tiles, Let's Call Them Tools Not Toys. Exploring Variables and Expressions Concretely - **TTSA**	Sharon Rendon	6-12	Las Palmas C

Algebra tiles can make abstract concepts such as variables or expressions transform into a concrete visual experience for your students. Tiles help students "see" the mathematics and support all students in building understanding with a visual model. We will explore connections between area, perimeter, variable expressions, distributive property, and solving equations.

406	Strategies for Access and Success Across Student Groups Through Universal Design for Learning - **Family, TTSA**	Melinda Eichhorn, Amanda Lowry, & Kristen Burke	K-12	El Teatro

In this session, apply the Universal Design for Learning (UDL) engagement guidelines to your classroom. Through collaboration, consider how you can proactively create instructional environments and pedagogy accessible to students of all abilities. Learn to encourage all students, including ELs and those with different learning needs, to become more autonomous learners by embedding choices and removing learning barriers in their instruction.

407	From Awareness to Action	Various Speakers	All	Garden Court Terrace

Converse with speakers in an informal setting about how to take ideas and strategies you are learning to actionable approaches to advocate for equity and social justice in your specific setting.

4:30 - 5:00 Follow-Up with Impact Communities
Participants will meet in the original rooms.

5:30 - 6:30 Student Awards Terraza

Saturday, June 23, 2018

7:00-7:45 Breakfast Terraza

8:00-9:30 Investigate Sessions

501	Mathematizing the World: Routines and Tasks that Foster Mathematical Modeling with Cultural and Community Contexts - **Family, TTSA**	Erin Turner, Julia M. Aguirre, Mary Q. Foote, Amy Roth McDuffie, Cynthia Anhalt & Marta Civil	K-5	La Valencia A

The session introduces mathematical modeling activities that connect mathematics, children's mathematical thinking and cultural/community-based funds of knowledge. Participants engage in tasks and routines that connect core mathematical ideas to relevant, real world experiences through analysis, representation, interpretation, and revision. We will provide lesson planning tools to expand participants' understanding of the modeling cycle; and pedagogical routines for supporting student learning.

502	Using Argumentation to Interrogate Practice: Deconstructing Arguments to Reflect on Classroom Discourse -**TTSA**	Carlos Nicolas Gomez & Stacy R. Jones	6-12	La Valencia B

Learning to provide warrants or justifications to convince others of the validity of ideas and claims in mathematical ways is important for the learning of mathematics. Essentially, argumentation is a vital part of learning to do mathematics. In this session, we invite participants to learn more about argumentation, reflect on their own classroom discourse, and see ways argumentation is key to ones equitable practices.

503	Toward an Antiracist Mathematics Classroom - **SocJust**	Ksenija Simic-Muller & Crystal Calinec-Craig	K-12	Las Palmas A

In this session participants will think about what it means to be an antiracist mathematics educator through engaging with activities and scenarios, and considering tools they can use in their own classrooms.

504	Using the Instructional Quality Assessment (IQA) to Promote Access and Equity in Mathematics through High Cognitive Demand Tasks in Inclusive Classrooms - **TTSA**	Amber Grace Candela, Melissa Boston	K-12	Las Palmas B

Equitable mathematics instruction must include access to high level mathematics. In this session, participants will further develop their knowledge and practice related to equitable instruction through engagement with the Instructional Quality Assessment (IQA) observational rubrics. Participants will learn how the IQA connects to equity and inclusive education as they rate the potential of tasks and discuss how each rubric attends to teachers' questioning, talk moves, and maintaining the cognitive demand of tasks. We will discuss how the IQA can guide teachers' reflections as they work to provide access to high quality mathematics for all students.

CLL Centering Language, Literacy, & Culture **Family** Student, Family & Community **SocJust** Social Justice **TTSA** Task, Tech, Social Media & Assess. **Advocacy** Advocacy & Activism

Saturday, June 23, 2018

8:00-9:30 Investigate Sessions

505	Learning While Black/Brown: Studying Disproportionality Inside and Outside of the Education System - **SocJust, Advocacy**	Kyndall Brown, Ellen Barger	6-12, General	Las Palmas C

This workshop provides attendees with an opportunity to look at different systems through a social justice lens. Within the context of racial profiling, we'll engage in an authentic probability simulation, emphasizing concepts of theoretical probability, proportionality, and modeling. Building on this we'll explore disproportionality and opportunity in mathematics education, and how decisions, policies, and practices oppress certain groups of students and privilege others.

506	Dynamic Iconic Problems in Algebra: Supporting Quantitative Reasoning, Multiple Representations of Mathematical Ideas, Alternative Solution Methods, and Mathematical Reasoning for All Students - **TTSA**	Alan O'Bryan, Zareen Rahman	6-12, College	El Teatro

The session engages participants in hands-on activities focused on dynamic iconic problems in algebra. Participants will use laptops, tablets, or phones to explore modeling problems presented through computer applets and learn about the cyclical approach of introducing new mathematical ideas by using a small number of modeling contexts. Participants will gain access to examples of dynamic problems along with tasks and applets designed for algebra through precalculus courses.

507	Zona Libre	Various Speakers	All	Garden Court Terrace

Relax in a safe and free space where you can chat and network with friends and colleagues, including authors of recent publications related to equity and social justice.

9:30 - 9:45 Break

Saturday, June 23, 2018

9:45-10:25 Imagine Sessions

601	Cultural Contextualizations - **CLL, Family**	Amber Trantham, Nicolette Nalu	K-5	La Valencia A

Rather than viewing students by their deficits, use their cultural backgrounds and heritage to build upon the strong mathematical backgrounds they already have. This session will have participants consider their own mathography and culture as well as connect to the backgrounds and cultures of the families and students they serve by creating cultural contexts for the Math they teach and having students develop cultural contexts for the Math they learn.

602	Seeing and Being Seen in Math--How a Humanized Mathematics Classroom Empowers Elementary Bilingual Students - **Advocacy, SocJust**	Melissa Adams, Luz Maldonado, & Gladys Krause	K-5, General	La Valencia B

This session will provide a framework for humanizing math classrooms at the elementary school level. We will consider what it means for elementary mathematics classrooms to be humanizing and suggest ways of empowering students. We will share video examples of emergent bilingual third-graders engaging in a mathematics for social justice unit that analyzed nutrition, access, equity and segregation.

603	Toward Inclusive Mathematics Education: En/countering Ableism in Mathematics Education Standards and Curriculum - **Advocacy**	Paulo Tan, Levi Patrick	K-12	Las Palmas A

This session will describe our experiences with embedding equity-oriented resources in mathematics standards guidance documents. The equity-oriented resources centered issues of ableism in mathematics education standards and curriculum to raise not only teachers' awareness, but also to promote critical self-reflections. We discuss ways the resources aim to build recognition of multiple mathematical knowledge bases to learn from and advance students with disabilities' mathematics thinking.

604	VOWEL: Vocabulary Overhaul: increasing understanding of Words in the English Language - **CLL**	Jonathan Oaks	9-12, College	Las Palmas B

VOWEL was created to offer fast and easy scaffolds and tools to help bridge learning gaps for all students struggling with vocabulary-related issues in mathematics classes. It was discovered that there was an increase in the average final exam grade that was significant at the .10 level. Participants will receive all materials which were given to students during the duration of the VOWEL Project and will have an opportunity to try the materials and discuss the materials with other participants.

CLL Centering Language, Literacy, & Culture

Family Student, Family & Community

SocJust Social Justice

TTSA Task, Tech, Social Media & Assess.

Advocacy Advocacy & Activism

Saturday, June 23, 2018

9:45-10:25 Imagine Sessions

605	Breaking Down Our Own Barriers to Bridge Social Justice and Mathematics -**SocJust**	Trevor Warburton	General	Las Palmas C

In this session teachers will work together to understand and reimagine some of the internal barriers that we need to confront in order to successfully and regularly teach for social justice in the mathematics classroom. Teachers will analyze and reimagine classroom discussion from my work with preservice teachers to identify and confront some of the barriers presented by Whiteness in mathematics education.

606	Using Innovative Technology and Interactive Songs to Engage Students in Standards-based Introductory Statistics Learning Objectives: Discussing Lessons Learned from NSF-funded Project SMILES - **TTSA**	Larry Lesser	9-12, College, General	El Teatro

Not all students love statistics, but all love music! This NSF-funded multi-institution web-based intervention has students supply concepts and contexts that get incorporated (in a loose “Mad Libs” style) and highlighted in a finished song (of high artistic quality) for them! We’ll tour the 26-song standards-based collection (spanning an intro statistics course) and discuss results of recent informal pilot studies and randomized experiments to assess student engagement and learning gains. BYOD!

607	From Awareness to Action	Various Speakers	All	Garden Court Terrace

Converse with speakers in an informal setting about how to take ideas and strategies you are learning to actionable approaches to advocate for equity and social justice in your specific setting.

10:25 - 10:35 Break

Saturday, June 23, 2018

10:35 - 11:15 Imagine Sessions

701	¿Splitiao or Dividido? How Best to Maximize the Use of Language in the Elementary Bilingual Classroom -**CLL**	Gladys Krause, Luz Maldonado,& Melissa Adams	K-5	La Valencia A

This session presents a deeper perspective on the meaning and use of academic language in the elementary bilingual mathematics classroom. Classroom videos and student work will be shared to show examples of how mathematical instructional goals can be accomplished in a multicultural, bilingual classroom. These trans-languaging practices will help demonstrate how language is used as a tool to help students engage in mathematical learning.

702	Solving Mathematical Word Problems Through Code Switching - **CLL**	Billie Mathews	K-8	La Valencia B

Participants will gain a greater understanding and appreciation of code switching and its strengths for learning in the mathematics classroom. Theory and research supporting code switching as a teaching/learning strategy will be presented while identifying culturally relevant pedagogy that supports it. Interactive code switching word problem writing/solving teaching/ learning strategies will be demonstrated as a culmination of the session.

703	It's ALL About the Students. Increasing Communication with the Students Whom You Teach Mathematics - **Family, SocJust**	Gloria Brown Brooks	6-12	Las Palmas A

This session offers insight into ways that teachers can offer equitable mathematics in their classes by using differing methods to get to "know" their students on a mathematics level. We will discuss student writings, student conversation and the use of transitional groups.

704	Do Prospective Elementary Teachers (in the United States) Notice Family/Cultural Aspects of Mathematics in a Teaching Scenario - **CLL, Family**	Eva Thanheiser, Brenda Rosencrans, Randolph Philipp, & Jennie Osa	College	Las Palmas B

We focus on what prospective teachers attend to in a lesson in which a teacher dismisses a subtraction algorithm because it is different from the standard algorithm. We surveyed 23 prospective elementary teachers in a mathematics course and found that while most of the prospective teachers disagreed with the teacher's dismissal of the algorithm, their disagreement focused on mathematical/student thinking arguments, but not on family/ culturally based arguments. We discuss implications.

CLL Centering Language, Literacy, & Culture **Family** Student, Family & Community **SocJust** Social Justice **TTSA** Task, Tech, Social Media & Assess. **Advocacy** Advocacy & Activism

Saturday, June 23, 2018

10:35 - 11:15 Imagine Sessions

705	Why is it Especially Good to be Bilingual in a Mathematics Classroom? - **CLL, Advocacy**	Aaron Wilson	K-8, College, General	Las Palmas C

As educators we have been moving away from seeing students through deficit toward affordance lenses, from seeing disability to ability, and to using the funds of knowledge learners bring. Is it easier or more difficult to see affordances or deficits in linguistically diverse students? To raise this question we use research and a challenging task aimed at uncovering the importance of students' bilingualism and their cultural backgrounds as resources for learning and explaining math to others.

706	Incorporating Interactive-Engaged, Problem-Solving (IE-PS) Pedagogy + Mentoring in a Pre-Calculus Class - **TTSA, Advocacy**	José María Menéndez, Guadalupe Lozano, & Laura Watkins	9-12, College	El Teatro

Mathematics is a playground for learning critical thinking, a currency whose value prevails far beyond the utility of math as a content-laden discipline. In this session the presenters will share their experience creating and adapting a supplemental course to precalculus at the college level that uses interactive-engaged, problem-solving pedagogy, plus mentoring, to promote critical thinking and deeper understanding of the mathematical concepts.

707	From Awareness to Action	Various Speakers	All	Garden Court Terrace

Converse with speakers in an informal setting about how to take ideas and strategies you are learning to actionable approaches to advocate for equity and social justice in your specific setting.

11:15 - 11:30 Break

11:30 - 12:45 Lunch & Social Justice Panel

12:45 - 1:00 Break

Basta! (Enough is enough!) Reclaiming Our Right to Relate with Our Students and Communities	**Social Justice Panel** Melissa Adams, Higinio Dominguez, Luz Maldonado, Omar Valencia-Challenger Elementary, Nogales, AZ Viridiana Villa-Mitchell Elementary, Nogales, AZ Erin Turner - Moderator	Terraza

Saturday, June 23, 2018

1:00 - 2:00 Innovate Sessions

801	Creating Classrooms Centered on the Secret Lives of Our Students -**CLL**	Danielle Moore	K-5	La Valencia A

Incorporate the lives, culture and language of your students into the mathematics classroom with ease and grace. Learn strategies for uncovering the hidden lives of our students and using that knowledge to develop routines and curriculum that engage, motivate, and promote self-confidence and success in the classroom.

802	Helping Underrepresented Students be Successful In All Levels of Mathematics - Strategies for the Classroom and the Community -**Advocacy**	Lisa Miller	General	La Valencia B

Explore strategies to help underserved students be successful in mathematics from upper elementary through high school levels. Learn ways to help students who experience obstacles use a growth mindset to reach high levels of math. Learn how to help students navigate future math classes to have opportunities for STEM careers. Discuss how classroom teachers can have an impact on the school system and community at large in order to break down barriers for underrepresented minority students.

803	Finding a Mathematical Voice: Re-representation through Art through Youth Participation Action Research -**Advocacy, SocJust**	Ricardo Martinez	6-12, College, General	Las Palmas A

This session will showcase mathematical art and research created/conducted by high school students in an after school community organization. Mathematics needs to move away from seeing problem solving as doing complex numerical exercises. More so, mathematical learning needs Youth Participatory Action Research (YPAR) to humanize and liberate learners. YPAR engages youth in critically addressing social issues that affect their community. Join us to learn how math and YPAR can come together.

804	Developing Mathematical and Computer Programming Identities through Multimodal Tasks and Complex Instruction -**TTSA**	Carlos LópezLeiva, Ibrahim Demir, José Antonio Lecea Yanguas, Sylvia Celedón-Pattichis, and Marios S. Pattichis	6-8	Las Palmas B

Our presentation centers on how the mathematical and computer programming identities of underrepresented bilingual middle school students evolve while they create videos collaboratively using Python. Our specific focus on equal opportunities of participation in small groups has ensured inclusion of students with different abilities in our program. The presenters will show video exemplars of the student creations and engage the audience in the same activities that helped shape such identities.

CLL Centering Language, Literacy, & Culture

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Saturday, June 23, 2018

1:00 - 2:00 Innovate Sessions

805	How a HSI is Changing the Educational Landscape for Underserved Students - **Family**	Rachel Bower	K-8, College, General	Las Palmas C

Twenty years ago a college was founded outside Las Vegas, Nevada, with the goal of educating teachers, health care professionals, and making career success available to a diverse population of students. In this session, I will address how Nevada State College places a special emphasis on the advancement of a diverse and largely underserved student population at the K-12 and college level.

806	Kay Gilliland Equity Dialogue	Connie Schrock (NCSM) & Randy Phillip (AMTE) Julia Aguirre (TODOS) Facilitator	General	El Teatro

Join the Presidents of mathematics education organizations in the Kay Gilliland Equity Dialogues. They will be dialoguing around efforts each organization is doing to advocate for equity and social justice. The series will be presented in honor of the beloved Kay Gilliland whose career focused on the equity principles at the core of TODOS.

2:00 - 2:15 Break

2:15 - 3:15 Innovate Sessions

901	Partitioning Shapes: A Gateway to Understanding Fractions -**TTSA**	Nicki Lindner	K-5	La Valencia A

This session will emphasize the importance of students' conceptual understanding of partitioning shapes into equal size parts and the connection to unit fractions, as a foundation of fraction sense. Participants will see how concept maps, formative instruction, and hands-on activities can create meaningful classroom experiences for all students.

902	Role of Language and Cultural Diversity in Math Education -**CLL**	Shagufta Raja, David Pugalee	9-12, College, General	La Valencia B

Classroom communication depends on the language used in class. Language or actions used in context of the subject matter being communicated are significantly important for learning to take place. It should also be relevant and consistent to build on the continuity. Context refers to all prior and current knowledge used to make sense in classroom discussions and the word continuity refers the development of such contexts. Context can be of various sorts such as linguistic and nonlinguistic.

Saturday, June 23, 2018

2:15 - 3:15 Innovate Sessions

903	Designing Tasks That Elicit Students' Multiple Mathematical Knowledge Bases **Family**	Debasmita Basu, Steven Greenstein	6-8	Las Palmas A

Tasks that reveal children's multiple mathematical knowledge bases (Turner, et al., 2012) are useful to teachers who aim to leverage that knowledge for effective instruction. In this session, we will share some of the knowledge-eliciting tasks we designed, findings from a study that aimed to assess their potential to reveal that knowledge, and task-design principles we developed in light of those findings. Participants will use these principles to develop their own knowledge-eliciting tasks.

904	Removing Gatekeeping Practices to Advocate for Equitable Mathematics: Transitioning from Dehumanizing Practices to Rehumanizing Practices -**Family**	Allison Papaleo, Stefanie Livers	K-12	Las Palmas B

This session addresses four dehumanizing pedagogical and instructional practices, shares personal vignettes from prominent black leaders, and offers real world solutions for practicing educators and administrators to advocate for equitable practices. The bulk of the session will be dedicated to participants sharing their own narratives, purposefully pushing them to articulate their perspectives on what constitutes appropriate solutions to providing equitable and equal educational opportunities.

905	Curiosity Prompts Persistence and Learning by All Students: The Use of Context-Rich Projects for Instruction and Assessment -**TTSA**	Carole Greenes and Mary Cavanagh	6-8	Las Palmas C

Characteristics of projects designed to pique middle-school students' curiosity and imaginations, and cause them to persist toward problem solution, as well as methods for both engaging ALL students in those projects and causing them to talk math, will be presented. Participants will explore, and receive copies of, six multi-disciplinary projects, one game and one puzzle; methods for grouping students; and assessment techniques to gain greater insight student understanding.

906	Goal-Setting and Self-Assessment Strategies to Promote Achievement for All **TTSA**	Karen Hyers	9-12	El Teatro

Teaching students to self-assess and set clear goals enables them to take charge of their learning. Successful strategies and rubrics, adaptable for any class, and examples of student goal setting will be shared. Participants will be asked to consider how these techniques could be used in their classrooms. Action research in our professional learning community has shown that we are increasing achievement for all learners.

CPM EDUCATIONAL PROGRAM

Join Sharon Rendon for her session, "Algebra Tiles, Let's Call Them Tools Not Toys. Exploring Variables and Expressions Concretely." to see CPM in action! **Friday, June 22, 2018 at 3:00 PM in Las Palmas C.**

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The 2018 TODOS Iris M. Carl Equity and Leadership Award

The TODOS Iris M. Carl Equity and Leadership Award recognizes individuals who have made significant contributions to the quality of mathematics education provided to underserved students – in particular, Latin@ students.

The 2018 Awardee will be announced during lunch on Friday, June 22.

Criteria for the 2018 Award

The candidate has met or meets most of the following criteria:

- Promotes excellence in mathematics education for all students.
- Acts to significantly impact the lives of all students – in particular, Latin@ or other underserved populations.
- Creates opportunities or eliminates barriers for all students to engage in mathematics.
- Leads by example in practice and professional achievement.
- Leads sustained initiatives to improve the quality of mathematics education and success for all students.
- Promotes high quality mathematics education for all students.
- Acts to significantly influence leaders and practitioners in schools and communities.

About Iris Carl

Iris M. Carl was a visionary leader in mathematics education whose impact continues today. Her ideals and leadership shape mathematics education in the United States by bringing about change and promoting understanding of equity in education. Iris Carl encouraged the creation in 2003 of *TODOS: Mathematics for All* and worked diligently with the founding members in writing our constitution and in developing our vision and mission.

During her many years of service to her profession, Iris Carl served as President of the National Council of Teachers of Mathematics (NCTM) and the National Council of Supervisors of Mathematics (NCSM). NCTM honors her memory during the Annual Meeting and Exposition with the Iris M. Carl Equity Address given by a distinguished scholar who is recognized for leadership and action related to equity in mathematics education. Annually, NCSM awards an Iris Carl Travel Grant to attend its annual conference.

Past Recipients of this award are:

2017 – Lee V. Stiff

2016 – José Franco and Rochelle Gutiérrez

2015 – Gil Cuevas

2014 – Florence Anne Glanfield and Nora G. Ramirez

2013 – Marta Civil and Susie W. Håkansson

2012 – Harriet Haynes and Diane Kinch

2011 – Carol A. Edwards

2010 – Bob McDonald

2009 – Kay Gilliland

2008 – Miriam A. Leiva

2007 – Ed Silver

2006 – Guillermo Mendieta

2005 – Iris M. Carl, In memory and Honor

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Awards and Grants

Cathy Kinzer Memorial Professional Development Award

To honor her memory, the Cathy Kinzer Memorial Professional Development Award has been established to recognize Dr. Kinzer for her life-long commitment to equity in mathematics professional development. To continue her work, the award will be given to an individual to attend the TODOS conference.

The 2018 recipient received: TODOS conference registration, lodging (up to 2 night's single occupancy), and a one-year membership in TODOS: Mathematics for All

Recipients
2016 Billie Mathews (Arizona)
2018 Gloria Brown Brooks (California)

Fostering Support of Mathematics Learning in Multilingual Classrooms

For its initial year in 2018, TODOS collaborated with NCTM's Mathematics Education Trust (MET) to establish the grant, *Fostering Support of Mathematics Learning in Multilingual Classrooms.* The purpose of this grant is to provide financial assistance to PreK-12 schools for in-service to increase understanding and expertise in fostering support of multi-language development when teaching mathematics. The proposed project must specifically address the development of classroom materials with a consultant or the purchase of materials to implement professional learning with educators. The consultant must have expertise in both teaching mathematics and teaching language. This grant will be offered again in 2019.
2018 Awardee: North Springfield Elementary School (Springfield, VA)

TODOS Student Awards

Student Awards

The TODOS Student Recognition Awards are to recognize local area students from underrepresented groups who meet at least one of the following criteria:

- Has demonstrated sustained success in mathematics
- Has shown significant progress in mathematics achievement
- Has demonstrated leadership in or out of the classroom regarding mathematics education
- Has a specific “mathematics student success story” deserving of recognition (e.g., extraordinary project, overcome obstacles, etc.)
- Has gone “above and beyond” in some aspect of his/her mathematics performance

Student Award Ceremonies from 2016 to the Present

2016 April 13	NCTM Annual Conference	San Francisco, CA
2016 June 24	2016 TODOS Conference	Phoenix, AZ
2016 May 6	Noyce Scholar Student Awards	Tucson, AZ
2016 October 28	NCTM Regional Conference	Phoenix, AZ
2016 November 4	CA Mathematics Council-South Conference	Palm Springs, CA
2017 April 5	NCTM Annual Conference	San Antonio, TX
2017 April 21	CANMEE Lesson Study Convening	Santa Rosa, CA
2017 October 20	Ohio Council of Teachers of Mathematics	Columbus, OH
2017 October 27	CA Mathematics Council-South Conference	Palm Springs, CA
2018 April 25	NCTM Annual Conference	Washington, DC
2018 June 22	2018 TODOS Conference	Phoenix, AZ

TODOS: Mathematics for ALL

www.todos-math.org

TODOS: Mathematics for ALL is a mathematics equity organization that was established in the years 2000 to 2003 through initial efforts from the Equity and Diversity Advisory Committee (EDAC) of the National Council of Teachers of Mathematics (NCTM). At NCTM's annual meetings, 2001 and 2002, there were EDAC-organized sessions on issues pertaining to teachers of Hispanic/Latin@ students. As a result of these sessions, a group of very committed educators worked to hold a founding meeting in Tempe, Arizona, in February 2003. This initial meeting led to the formation of TODOS; appointing officers, establishing the name, mission statement, and goals, as well as working on the TODOS Constitution and TODOS By-Laws. The current mission and goals are as follows:

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 lead 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.

In an effort to fulfill the mission and goals of TODOS: Mathematics for ALL, we are proud to host the conference, TODOS 2018, It's ALL about ALL Student Learning Quality Mathematics: Advocating for Equity and Social Justice. The conference is being held June 21 - June 23, 2018 at the Scottsdale Plaza Resort in Scottsdale, Arizona. The TODOS organization looks forward to continuing the education and professional development of educators who are committed to providing equitable, high quality mathematics for ALL.

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Conference Affiliates

TODOS is honored to have a conference strand highlighted at NCTM, CAMT, and CMC. Thank you to all the TODOS members who took time to write proposals and a special thanks to all those that have represented TODOS, supporting and sharing the mission of TODOS to advocate for equity and high quality mathematics educations for ALL students.

CAMT 2018

Larry Lesser	Using Innovative Technology and Interactive Songs to Engage ALL Students in Standards-based Introductory Statistics Learning Objectives: Discussing Lessons Learned from NSF Project SMILES
SusieHåkansson	Use Discourse to Access English Learners' Language and Mathematics

NCTM 2018

Erin Sylves Nichole Lindgren	Tips for Working with English Learners in Mathematics
Rachel Bower	Teacher Noticing in Linguistically Diverse Secondary Mathematics Classrooms
Rodrigo Jorge Gutiérrez Carolina Napp-Avelli	Improving Mathematics Instruction for ELs through Practice-Based PD
José Francisco Sala Garcia	Promoting Algebraic Thinking through Visual Pattern Tasks for English Language Learners
Susan Holloway Katie Law-Balding	Using Large-Scale International Studies to Understand Math Education Equity within a Local Context
Michael Little Crow	Mindful Math Techniques for building Concentration, Confidence, and Cultural Capital

CMC and TODOS have a very positive working relationship with many overlapping members. Each year sessions are identified that speak to the mission of TODOS and are highlighted for their conference.

TODOS Conference Committee

Don Balka
Ana England
Craig Joseph
Erin Sylves, Conference Chair

Acknowledgements

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CAMT (Conference for the Advancement of Mathematics Teaching)

CCTM (Colorado Council of Teachers of Mathematics)

CMC-S (California Mathematics Council-South)

GSDMC (Greater San Diego Mathematics Council)

NCSM (National Council of Supervisors of Mathematics)

NCTM (National Council of Teachers of Mathematics)

New Mexico Public Education Department

Northwest Mathematics Conference (Oregon Council of Teachers of Mathematics)

OCTM (Ohio Council of Teachers of Mathematics)

SSMA (School Science and Mathematics Association)

TODOS: Mathematics for ALL greatly appreciates the contributions of:

Name	Contact
McGraw Hill Education	https://www.mheducation.com/
National Council of Teachers of Mathematics (NCTM)	http://www.nctm.org
Texas Instruments	http://www.ti.com

TODOS Live!

TODOS Live! is a webinar series, Chaired by Gloria Brooks Brown. Originally funded with a grant from NCTM's Mathematics Education Trust, the PD has continued for eight years. Sessions are held at times classroom teachers might be available – after school and Saturday mornings. Details are distributed through the Electronic News and the TODOS Members List Serv(s). Many sessions are recorded and can be found on our website and our TODOS Live! Vimeo.com channel. Contact todoslive@tosdos-math.org with comments, questions and suggestions.

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June 21, 2018 – June 23, 2018

Diana Ceja

Diana Ceja
President, TODOS: Mathematics for ALL

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About the Cover

TODOS: Mathematics for ALL would like to thank artist Adrian Nicolás Jimenez for his unique and beautiful artwork for the cover of our program. Also, a very special thank you to Jorge Antonio Jimenez for supporting the work on this cover and for making it all happen!

"Math is everywhere, in everything, and creates the beauty of life - making art possible. I was in the middle of a discussion about the school system, and the lack of support students receive from it, when I learned about the opportunity to collaborate with TODOS. It was perfect timing, the absence of care in our students is the absence of beauty in life. So, to work with a program actually making a difference was exactly what I had been hoping for, an opportunity to help the cause. To invest in the future of life's play of patterns."

~ Adrian Nicolás Jimenez

Program Layout Editor
Heather Lindfors-Navarro